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The Public School Curriculum.*

By Pres. Homer H. Seerley, State Normal School, Cedar Falls, Iowa.

The American public school is assigned an impossible problem when it is required to give a practical education, prepare for college and develop mind and character thru a curriculum which is not fitted to either end singly nor to all the ends jointly. The public school cannot confer the power nor attain the results that seem to be assigned as its part of the work of making men and women, as the assignment is unreasonable. Childhood and youth have their limitations, and these cannot be overcome by the devising of plans and methods, thru the construction of a curriculum or the development of organization and system. The college critic sets a standard of what is necessary in scholarship and working power that the college course may be well undertaken, and fails to recognize the fact that the standard imposed is excessive in subject matter and impossible of accomplishment under the conditions as they really exist. The man of affairs with business ideas and practical experience assumes that a public school should give a preparation which guarantees a scholarship and a power to think in real problems as they are represented, overlooking the fact that the school-room can not reach the standard imposed.

In the midst of these complications and perplexities the public school curriculum is prepared, the demands of all these impossible standards are accepted, and the plans and specifications are carefully set out without regarding first and foremost the suitability and the adaptability of the children to accomplish the tasks assigned. The pupils may rebel and protest, the patrons may condemn and recognize the futility of their children's efforts, the teachers may know the helplessness of their best attempts and constantly fail to accomplish the work designated; while the real causes of all the difficulties, the limitations of childhood and youth, are not considered. Again and again the forces are organized, the methods are revised, the management is made more strenuous, and the contest with the impossible and the unscientific is undertaken, as custom is so well established that its right to supremacy is never questioned.

The real purpose of any acceptable curriculum is to have regard for the rights and the interests of the pupil to be educated and trained, even at the expense of all plans of system and method not in conformity with these rights and interests. The proper function of the public school is to offer such a curriculum of studies that the way is opened to a preparation in scholarship and training such as will give qualifications of mind and character that will guarantee an independent, successful life for every individual. It is, therefore, admitted that the work that is obtainable in a public school should so teach the lessons of civilization that a pupil is enabled to know, realize, and enjoy the blessings amid which he lives and at the same time be so trained that he is able to intelligently escape the evils and vices which on every hand threaten to destroy the happiness and the serviceableness of his career.

The accepted curriculum grows out of the customs, the experience, and the apparent needs of modern civilization, each factor having some influence in shaping the result, but, as a matter of fact, custom and precedent go

farther in deciding issues than either good judgment or actual need. Every attempt at the preparation of a curriculum is a cause for controversy between the radicals and the conservatives and the product of all real effort is to a large extent an approximation rather than a revision. The authorities who undertake to define and adopt a curriculum parcel out its details into years, grades, and branches, endeavoring thereby to interpret the essentials of the phases of civilization that should be the possession of a mature mind.

With all the heroic attempts to improve elementary and secondary education by a dictatorship of the higher educational institutions, the curriculum that is now obtainable in most public schools is noted for its extreme poverty of practicableness because of its special leaning toward culture and discipline. It is possible for a pupil to pass thru the work of the entire curriculum as mapped out and yet be furnished no training which gives him the initiative in making a good living. Too much by far of the modern school atmosphere centers about much knowledge, many branches of study, and large phases of training that are purely formal and, hence, valueless in practicableness because they have no vital relation to either happiness, comfort, capability of service, efficiency of application or strength of personality and character—essential factors in the life present and also in the life to come.

There is too much reality in the criticism that public, elementary, and high schools are conducted on such a plan that their work is not a preparation for life, but a preliminary training essential to the entrance upon some higher form of education where preparation for life as a career will be permissible. The proposed six-year high school is advocated to meet this exigency not necessarily by extending the years of study, but by the hope that the life theory may have a little larger chance in the school's plans and exercises. Reorganization on the basis of a greater liberty could make the six-year high school a fact and dispense with two years of study now placed in the calendar of the curriculum of the grades.

At the present time, by the extension of the weeks of attendance upon the school from a few weeks to nine or ten months in the year, the theoretical education has been enlarged and the practical education reduced, so that the industrial experience is taken away and the effect is to develop the scholar rather than the man, and an expert in second-hand knowledge rather than a worker in first-hand knowledge. But this is not all that is done by the expansion of time, as the same identical branches are still in the curriculum and have been expanded and expanded and expanded until they fill completely the space thus provided. This increase of time without a real reorganization of the work to be done is a positive wrong to the pupils, because it does not give real value to them for the largely increased demand upon attention, interest, and effort. It is well to ask whether it is really true that this expansion has given a thoroughness superior to that of the old system as shown by the pupils themselves and whether the results obtained in arithmetic, geography, grammar, penmanship, spelling, etc., are better than were obtained in the old time short term school. There can be and should be great reductions made in these branches of study because perfection

*Abstract of an address delivered before the Iowa State Teachers' Association, at Des Moines, Dec. 31, 1903.

in completeness is not obtainable in school nor in life, and a re-organization ought to be made that will give us manual training as a part of education, or if that is not to be realized, a six-year high school that makes high school work possible two years earlier than now granted. More than half the present day arithmetic, grammar, geography, and history that is commonly assigned to the curriculum can be dropped from the schools without real loss to the pupils who are preparing for the active duties of life.

The time is here when it is well to investigate the adaptability of the work that is being done and ascertain whether there may not be a better way to conduct our schools and thus get earlier results that are positively in touch with modern life. The so-called grammar grades are ready for a treatment that is the most heroic and permanent. The work that is commonly assigned them is unsuited in quality and quantity for the mind development and capability of the child, and, besides, it is out of touch with modern civilization as shown in the business and practical affairs of the world. At a time when the nature of the child indicates the special fitness of the mind for the study of languages and the development of a vocabulary, he is given tasks in English grammar or so-called language lessons which give no practical training and the nature of which produces a mental dyspepsia that is discouraging and unfortunate. He is also assigned work in arithmetic which is full of difficulties that are too much for the average college graduate, while he is expected to master kinds of history, geography, and other studies which lack inspiration and interest, have neither gymnastic nor practical value and are the cause of the professional death of many a teacher. It is an established fact that pupils of grades from sixth to ninth have a special adaptability for learning Latin, German, and other languages, they have the largest appreciative ability for literature in most of its phases, they possess easy tendencies toward art and nature, they can easily be trained in the gift of writing their native tongue outside of formal language exercises, they enjoy and are easily trained in vocal and instrumental music to a degree of success that is not even shown by high school pupils who have been brought up on the old Gradgrind diet of the grammar grades. Experiments have proven that this is the very time to take advantage of the interests and the nature of the children and adopt a plan of work in the curriculum that seems radical and extreme to those alone who have not recognized that custom has given a false and a fictitious value to the so-called common school branches.

The curriculum is really decreed and defined by the statutes regulating the qualifications of teachers. The branches of study required in the licensing of teachers are the lines of study that are expected in every school because it is assumed that they are the keys to civilization and progress. Such emphasis as this specialization of statute gives a system of education, prevents reform, declines progress, nullifies effort in improvement, decrees the children and their training to formalism and to fate. The so-called teacher-certificate system is a license system pure and simple, limiting the knowledge, the desire for more scholarship, the ambition for training and skill, and, hence, destroys any large usefulness and effectiveness in the teacher and interdicts all progress in education. The dead line of uniformity in what minimum knowledge teachers must possess, of absolute accuracy in multitudes of immaterial facts and fancies, of a supervision which brings up the school in mechanism and form rather than vitality or thoughtfulness, develops results which may be very satisfactory to the admirers of schedules and of schemes for drills and marking time, but which must be entirely rejected and repudiated by all who seriously think of the happiness, the interests, and the welfare of the children in the schools.

(To be continued.)

Practical Picture Study.

By MARTHA A. HURLBUT, New York.

[In these days of emphasis upon the art side of drawing it is interesting to follow the actual experiments in picture study being made by teachers in the New York city public schools. The matter reproduced here is a report to Dr. Wm. H. Maxwell, city superintendent of schools, by a teacher in the Girls' Technical High school. The pupils are residents of lower New York and have little opportunity of seeing good pictures. Miss Hurlbut has recently resigned as director of art studies in the schools of East Orange to attack the art problem in the difficult field of New York below Fourteenth street.]

The five excursions during the past two weeks to the Metropolitan Art Museum have proved very satisfactory in several respects. These visits have been made with the first year girls to the galleries of paintings.

In order that the trips might be of greater pleasure and benefit, pictures were studied before going to the museum. Besides considering the individual picture for the message it gives, and endeavoring to so describe it that others may be enabled to image it, the girls also consider its composition as to space division by line, masses of light and dark, lines of strength, action, and repose.

Notwithstanding the fact that it is unpleasant to be connected with a large company on the street or in other public places personal prejudice is set aside and we bravely sally forth with our little companies.

Owing to the size of the classes we take separate cars and meet again at Eighty-second street. Altho it is not an uncommon thing to take pupils to art museums it was our first experience with this particular class and the experiment was watched with much interest.

There are pupils who do not respond readily to a teacher's efforts and some girls in the party belonged in this class. For instance, when it was announced to one of the classes that the girls would visit the Art Museum on the following Wednesday, most of them were delighted, but one little girl, who generally looked distressed and unhappy and had always been an enigma, frowned and said she did not want to go. "Why, my dear, this is a surprise; the girls enjoyed it so much the other day we thought you would all be glad to go." Altho nothing more was said the matter was still in our minds. We determined that girl should have a good time.

After seeing a few pictures this little girl came with the habitual scowl and said: "I can't hear anything you are telling the girls about the pictures." "But, if we keep near each other, you can hear," she was told.

She staid very near during the rest of the afternoon. Her face brightened as she became interested and things looked more hopeful. When the time came to leave, the girls were dismissed at the museum, but our girl still lingered and we went home together. Something had opened her eyes. We had an opportunity of becoming acquainted during the ride. She said she lived with her aunt, for if she lived at home she could not study; there were so many children it was always noisy. Perhaps the noise caused the frown. Her happy, smiling face as she bade good-bye and expressed her appreciation for the good time more than repaid for the afternoon trip. It scarcely seemed possible this was the same girl of a few hours ago.

Another girl on the way to the museum said she had been ill and her mother thought she had better not go to school that morning. "Oh!" she said, "but I must go, because we are going up to the Art Museum to-day and I don't want to miss it." It was a surprise to know it meant so much to them.

While some of the girls had visited the museum before and a few had been in galleries abroad there were many who never had been to the Metropolitan. It seemed almost incredible to them that the pictures were the original paintings made by artists of so long ago. It was interesting to see them discover a new painting by an artist whose pictures we had previously enjoyed. It was indeed, a discovery all their own.

The girls said: "We will now enjoy beautiful sunsets

more than ever before." They certainly caught a little of the spirit of beauty as they looked at the beauty of nature and human nature as interpreted by the hand of an artist. One girl was obliged to leave school, owing to the death of her father, but did not wish to lose the trip to the museum. It was a delight to hear her say: "I have been here several times before, but I never saw the beauty in these things as I do now. When I come again I will know how to look at the pictures, for before, I have just walked around anywhere." Many others found they could get more from the afternoon by studying carefully a few of the paintings rather than to glance at them all. They had before, apparently, considered quantity, rather than ability to discriminate and appreciate. These visits will, therefore, give an opportunity of developing the art culture side.

In these beautiful, original paintings, so full of living color, the girls had their color sense awakened. Brown-ing was right when he said:

We're made so that we love
First, when we see them painted, things we have passed
Perhaps a hundred times, nor cared to see;
And so they are better, painted—better to us, which is the
same thing. Art was given for that;
God uses us to help each other so—
Lending our minds out.

After we had finished the study of the pictures each girl selected one that especially appealed to her. In most cases she returned to the picture of her choice and studied it by herself. She afterwards wrote a composition upon this picture, using a small copy of it whenever possible.

The teachers of English have co-operated most heartily in this work and thus the pupils have been able to receive helpful criticisms on their written description.

The girls have also typewritten their compositions, and this work connects, in a practical way, another subject with our department.

We all agree that the child is of greater consequence than the subject matter, however interesting or necessary the latter may be, and that, if the best in the child can be stimulated, aroused, the lesson to her becomes valuable.

Certainly these excursions will open their eyes to see beautiful color, to appreciate, in a slight degree, at least, beauty both in art and nature, and, above all, give us an added opportunity of reaching the individual girl.

There ought to be, in our public school system, more direct and definite ways of leading the pupils to develop a power of true art appreciation. We do this in an indefinite way. With the whole-souled, enthusiastic teacher of drawing, who gives herself unsparingly to her pupils, there is undoubtedly much art appreciation absorbed by those who come in contact with her. However, unless there is a definite course, it takes a person of unusual magnetic personality to so put before the pupils the subtle and delicate qualities involved in the appreciation of so-called art or beauty in any form, that the power thus gained becomes a lasting pleasure in her life.

While the tendency of the present art movement in the public schools is along the lines of arts and crafts we are realizing more than ever that the majority of the children who come under our influence will not use their knowledge of drawing and art for a livelihood. They will use it, if appreciation of the beautiful becomes a part of their nature, in raising the standard of design in the ordinary necessities of life, in demanding art wherever it can be applied, and, also, in making their lives just so much richer and fuller because of the beauty that has been opened to them.

Much is being said in regard to making the public school music course yield better results in the development of musical taste and less in the line of mechanics. In connection with our drawing, if we could find more ways of developing this appreciative side of the child we would open avenues for her that would be an everlasting joy, for beauty, itself, is akin to the highest and deepest in human nature.

Instruction in City Government.

The committee of the National Municipal League, which, under the leadership of Superintendent Maxwell, of New York, is striving to improve instruction in municipal government, is conducting a questionnaire. This covers the instruction in municipal government in high and elementary schools.

The list of questions is as follows:

HIGH SCHOOLS.

1. What instruction in municipal government is given in your high school? Is the instruction given as a part of the course in civics, or in connection with history? Kindly answer under the following headings, indicating whether the study is elective or prescribed, and the approximate time given to it and the topics considered in the course. First year, second year, third year, fourth year.

2. What particular phases of the subject are emphasized?

3. What books, if any, do you use (a) as texts, or (b) for supplementary purposes, and what is your estimate of them? What is needed in a text-book on the subject?

4. To what extent and in what ways is your local city government made a subject of investigation?

5. Do you use or approve any system of student self-government? If you do, a brief description of the system will be appreciated.

6. Kindly add a general statement giving your views on the importance of instruction in municipal government in the secondary school, adding, if you will, suggestions as to desired results, and the best methods to be used in securing them.

ELEMENTARY SCHOOLS.

1. What is being done toward instruction in municipal government in the school or schools under your observation? Incidentally, in connection with geography, history, or other subjects? Regularly in connection with civics? Time allotment? Text-books? Pupil government? Otherwise?

2. In what year of the elementary course should the study of civics be begun? How many minutes a week should be given to the study in the successive years? Fourth, fifth, sixth, seventh, eighth. What proportion to municipal government?

3. If you can spare it, kindly enclose any syllabus of civics teaching you may have. Can you recommend one of which you know?

4. What text-books or supplementary readers do you think most helpful? (a) In the teaching of civic duty? (b) In describing civic organization? (c) As reference books for teachers?

5. What are the fundamental ideas that should be developed in the elementary school study of civics?

6. What is your opinion of the value of the "school city"? (a) As an aid to the training of pupils towards effective citizenship? (b) As a mode of school government?

7. What form of "school city" or pupil government do you consider best adapted to the elementary school?

8. Describe all the means of teaching municipal government which you consider effective, and indicate their relative value.



A German scientist has carefully analyzed the deadly cigaret smoke. The following are the average results obtained, expressed in percentages of the original tobacco:

	Per cent.
Hydrocyanic acid	0.080
Pyridine	0.146
Nicotine	1.165
Ammonia	0.360
Carbon monoxide, per 100 grams	410 c.c.

The smoke contained 49.7 per cent. of the nicotine originally in the tobacco.

The Professional and Financial Side.

Service and Salary.

By WILLIAM MCANDREW.

(Address to Wisconsin State Teachers' Association, Milwaukee, December 29, 1903.)

My text, which I have used before and hope to be able to use again, is found in the Ordinance of 1787, the original charter for the liberty and prosperity of the great territory out of which Wisconsin and other states were made. The text is older than our educational system; but notwithstanding it is better than anything we have yet realized. It voices the desires and the hopes of our fathers at a time when hopes were pure and high. It reads:

"RELIGION, MORALITY, AND KNOWLEDGE BEING NECESSARY TO GOOD GOVERNMENT AND THE HAPPINESS OF MANKIND, SCHOOLS AND THE MEANS OF EDUCATION SHALL BE FOREVER ENCOURAGED." I believe that; don't you? I think the fathers believed that. I am sure Jefferson did. It has been the tone of Fourth of July speeches ever since I can remember.

I think it is a good statement of what the everyday American citizen in his patriotic moments says he believes, thinks he believes, and does believe. "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

What makes a school? The academy of Athens was in a grove; another famous Greek school was in a porch. Garfield said a sawlog would do if Mark Hopkins was there. What are the means of education? Books? Apparatus? Courses of study? Superintendents? System? Why, of course not. These things are merely the harness. They do not draw the chariot of learning. Emerson tells you the answer? "I do not ask you what you study; I ask you who is your teacher."

If it were necessary to stop and prove that everything else about schools is accessory and that the real vital force is the teacher, that would be a sorry commentary upon your lack of intelligence. When a great public ordinance says schools and the means of public education are to be, in this part of the United States, forever encouraged, that means you, the teachers of Wisconsin. You are to be forever encouraged.

How well has this been done? In the earliest days of your school system when money was scarce the cheapest of all cheap services was teaching. A man not strong enough to chop wood was good enough to serve as a schoolmaster. The lame, the halt, the blind, the deformed, the unsuccessful minister, doctor or lawyer, the young fellow who needed support while he was putting the best of himself into study for a higher pursuit;—these were the men whom public sentiment in Wisconsin, in the early days, permitted to hold office as instructors of the youth. Practically, no man went into teaching with the intention of devoting his life to it; it was a makeshift, a fill-gap, a pot-boiler. There was no intention of permanency on the side of either the teacher seeking employment or on the part of the school board furnishing it. The schoolmaster was not given a long welcome. At the end of a year or two, petty gossip and small vexations were sufficient to lead the board to hire a new man. The teacher was a wanderer; no community expected him to buy and beautify his home, to become a part of the municipal life. He was a bird of passage flitting from place to place. This was the early history of education in Wisconsin. This is how the means of education were encouraged.

How is it now? Recent investigations seem to indicate that nearly all teachers under thirty are discontented and that the people let amateurs practice upon their children quite extensively.

In looking over some reports of the educational progress of this state I noticed that in 1870 twenty-eight per cent. of your teachers, counting principals and superintendents, were men. In 1890, nineteen per cent. were men. In 1900 this fell to eighteen per cent. and in 1903 only seventeen per cent. of the educational workers are men, and when you remember that this includes the principals and superintendents you can see what a small percentage of men are now actually teaching in this state. Why have they left the ranks? Does it seem to you that the means of education have been overencouraged?

By this time some one will feel like saying: "See here, mister, don't you pound grand old Wisconsin. How about the rest of the country?"

Well? How about it? If you want to see the plain cold mirror held up before our educational condition read C. W. Bardeen's "Teaching as a Business."

He goes thru every possible reason that would lead an ordinarily intelligent man with a wife and family to take up teaching and he cuts the ground from under each neatly and completely. He finds that the only married man who can afford to teach in the public school is the man of independent income. Mr. Bardeen's conclusions being so palpably contrary to his personal interests as the proprietor of a teachers' agency are especially worthy of notice as expressing commonly accepted truths. Here are some of them:

"If a man goes into teaching to make a living he is a fool. Living means money and enough leisure to develop your possibilities on all sides; to surround yourself with the comforts and conveniences of modern civilization; to command the resources of literature and the companionship of the best men, to see and to hear what is noblest in nature and art. If you think public school teaching can give you that you have strabismus."

"A teacher is respectable, but when you have said that you have stated all that the mass of people will allow concerning him. He cannot enter into the active struggles of life. The learned, perhaps wise and witty, he does best on all occasions when he keeps still. The world looks upon a school as a grown man would look upon his swaddling clothes, and upon the teaching profession, as a sort of a colored mammy, a silly old institution after all."

"There isn't any teaching profession, the science of education has no maxims generally observed, no professional customs, no positive subject matter codified, no admissions and removals by votes of its own members, none of the basis on which a profession is founded. The majority of its members, or at least a very considerable number, seem sorry or ashamed to belong to it."

These views quoted by Mr. Bardeen are of such common occurrence that it ought not to be necessary to search farther for any more. If they in any way prove applicable to any conditions in Wisconsin they suggest the question whether the means of education have been forever encouraged.

It has been my own experience and observation in this locality that there are hundreds of school positions in which the occupant is watched, tended, and corrected like a little boy and made to feel his inferiority by a hundred petty slights and snubs, by an experience that will make out of any man a fidgety, nervous, suspicious, uncertain, little person without a single opinion on religion, politics, or any debatable subject.

Had I the power to call up those old heroes who wrested this land from the grip of ancient abuses and sought to open a new era of religion, morality, and good government, whose hearts beat high with hopes of throwing in this western world not wealth, not military prowess, but knowledge, education, learning, and instruction; who crystallized their thought in the inspiring

language of this grand old ordinance and gave it their sincerest blessing; could I show them this educational system running on the one hand to heartless machinery tended by clerks and statisticians, and on the other hand in its actual teaching operations abandoned entirely to women or men emasculated by its pettiness,—if I should show the fathers this, what exclamations of sorrow and disappointment would break from their lips!

In the early days of the republic all the world was inspired with hope of the blessings of universal education. The literature of the time is redolent of these sweet prophesies. Philosopher and statesman join in ecstatic rhapsodies of the peace that is to be.

The beginning of our present century sees disappointment and almost despair in our students and publicists. Education has signally failed of reaching its high promises. In vain we hide our ostrich heads from view of the unpleasant facts; but the ugly visions will obtrude themselves. "It is indisputable that the country has experienced a profound disappointment in the results thus far obtained from a widely diffused popular education. We have not escaped barbarian vices like drunkenness, indulgence, and gambling. We have not escaped increase of crime and insanity. We are still liable to Dowieism and innumerable delusions, impostures, and follies. The popular taste for trivial spectacles, burlesques, vulgar vaudeville, immoral and unwholesome amusements is stronger than it was." We are the greatest consumers of patent medicines, we are remarkably susceptible to medical delusions. We have gone daft after sawdust breakfast foods, the corruption in the management of our cities bespeaks a lamentable failure to educate voters strong in the appreciation of good government and in the will to get it. Our graduates fail to maintain in after life a tendency to grow in taste, judgment, and intellectual qualities. They do not stand for what the school glorifies. We are not a thinking nation. We do not study. We read chiefly newspapers and short stories. These arraignments of the failure of popular education, altho indignantly answered by school men, continue to appear and to grow. You may find them in Rabbi Hirsch's sermons or you may read them in the source from which I just copied them, the last book of the president of Harvard.

It is well enough for us to say that we cannot be responsible for the sins of the nation, that the hopes of the fathers were over-sanguine, and that the work of the school must be very much more limited than the assumptions described. But even within the limits which we of the schools assume to be our field, our own men say we are not efficient. Frank Smith, professor of education in the University of Nebraska, says that we lose more than twenty-five per cent. of the efficiency that a school ought to secure and that we lose it because we ourselves are not expert enough. A man can study a school and in a short time see where it is wasting efficiency. The material is there. The organization is there, but because, we, the teachers, are not expert enough we do only what three-quarters of every intelligent man can see ought to be done. If I had a thrashing machine that lost a quarter of all the wheat put into it I would think I had a poor proposition. Tho the school has ceased to be a thrashing machine it is time for us to be awake to the serious shortcomings so commonly charged to its work.

It is very little satisfaction to have a Mosely commission from England, the worst-schooled civilized country on the globe, pat us on the back when our own people are expressing their disappointment. I wonder if we have not done ourselves harm by saying so much about the excellence of our schools and the value of our teachers.

There is a Frenchman who was doing some paper-hanging in the house where I live who came from Marseilles. He has six children in the public schools. He praises many things in this country, but tells me how much better his children were taught in France. A

few blocks down the street is a cabinet maker from Stuttgart. He is a loyal American and would not think of returning to the Fatherland, but he is sure that his children were better schooled in Germany. Last summer, in Maine, I met a Swedish woman who loves this country heartily, but she says that the schools in the little Scandinavian town she comes from are better than ours. Articles written by our own teachers who have studied foreign schools seem to hold that the German, Austrian, Danish, Swedish, and even French schools are, on the whole, better than ours. They tell us that the teachers are better prepared, more highly regarded, more content to make a life work of teaching,—in short that the means of education are more truly encouraged.

How to Encourage Teachers.

I have sought up to this point to propose for your discussion that the Ordinance of 1787 in so far as it refers to schools and the means of education has never been adequately lived up to. It now remains, of course, to propose how we may do something to get its promise fulfilled.

How should the means of education, that is, teachers, be encouraged? No doubt as any other living beings of whom you wish to get a high class of service they should be encouraged:—by respect, by compliment, by friendly criticism, by acknowledgment, by rewards, social and material.

I do not believe the salary of a teacher is by any means the chief consideration. I do not believe pure teaching can be given for money. But we cannot escape the fact that money is a medium of exchange, that it represents respect, compliment, and reward. We cannot overthrow the opinion of the majority of our citizens expressed by the old philosopher Chrysippus that "they are mad who take no thought of money as one of the aids to right living." In fact the very father of the science of political economy, Adam Smith, says, and no one has found a better definition since, that wages are for the encouragement of industry. Now fit Adam Smith into the Ordinance of 1787 and you have a very definite, easy, and workable proposition, quite essential in the larger work of bettering American education. Teachers should be encouraged by their wages.

How have Wisconsin people been encouraged by your wages? The general wealth of the country has remarkably increased. In 1800 it was a little more than \$100 per person; in 1900 it was \$1,200 per person. Some city physicians make \$20,000 a year. A New York pastorate paying \$10,000 is a common thing. Even I am personally acquainted with three lawyers, each of whom makes more than \$75,000 a year. There are hundreds in New York making so much as that. The most paid to a teacher in New York is \$3,000 a year. There are not a dozen receiving it. A few days ago Professor MacMillan, of the University of Minnesota, held before an audience in one hand a circular asking for a high school teacher:—must be a man, a graduate of a university, of strong scholarship, able to teach four sciences, and about ten classes, able to assist the boys in their athletic sports, and be an elevating example to them. The salary was fifty dollars a month for nine months in the year. In the other hand Professor MacMillan held a circular from an employment agency asking for 100 trackmen for twelve months at \$52 a month. Four hundred and fifty dollars for a high school teacher, six hundred and twenty-four dollars for a shovel of dirt.

Everything has gone up in this world except the wages of teachers. You are no doubt familiar with the investigations on the cost of living made by the Hon. Carroll D. Wright, United States commissioner of labor. Frederick Stevenson's abstracts of these, showing the increase in the cost of meat, flour, clothing, coal, and necessities of life shows the increase in the average cost of living in the past six years. It is thirty-seven per cent. In that time teachers' wages, which have always been the lowest of all brain workers' wages have increased

in Wisconsin seven per cent.; so that you are now, in the value of the money received, getting thirty per cent. less than you did six years ago. When one of your number writes to the New England *Journal of Education* that wages are improving in Wisconsin he makes me think of the boy in the back of the arithmetic who on going to school on a slippery day for every step ahead slipped back two.

Well, what if the salaries of teachers in Wisconsin have always been low and have fallen thirty per cent. in six years? What do you care? You are not after wealth. When we reached that point in our teaching experience when we said: "Well, now we're in and the work is here to do, we guess we'll stick," we turned our back on wealth and all the things it brings. Our eyes are wide open. We know the conditions of our service and we take them because we want to give the service. Let there be no misunderstanding about that. No possible twisting of this discussion can make it appear that any of us want teaching made into a money-getting pursuit. It is one American occupation willing to set up only one test of success the attainment of our ideals. The man who said he had no time to make money belongs to us. To live more highly and broadly, to learn and to know in order that we may serve this, our own beloved country, that is why we who say we mean to keep on teaching are in it. We haven't anything to sell, there isn't any trade possible, the things we deal in cannot be bought for money. We don't expect to form a trust and raise the prices. We don't expect to strike. We do not want to be wealthy, thank you. The Emersonian prayer is ours that none of our lineage shall ever possess great riches. But we do want the American people to know that we cannot educate their children unless there comes to us a fair amount of that respect, refinement, independence, stability and depth which we are called upon to give the children. We want to study in higher schools. We want the broadening influence of travel, we want to buy some books, we want to take a real part in the civic life of our community, in short, we want to live the life of cultivated men and women. We cannot do it on \$340 a year, the wages of many teachers in this rich state. We who have charge of teachers and schools know well our shortcomings. Our failure to give the public better service is not because we do not know what better service is. All thru the West, this week, in our conventions assembled, we are holding up, as we have done before, the best and safest methods discovered long ago by thinkers and by scholars, but we can't bring schools up to those standards on the wages paid our teachers. We would not ridicule the glorious things said about American education, we would not belittle the elevated character of the Ordinance of 1787. We believe its principles; we subscribe to what it says of education producing the happiness of mankind, but we, too, see and deeply realize the struggle which it costs to furnish happiness thru the work of worried, pinched, distressed, unhappy teachers.

Who are we that we must ever come in last? We are they whom statesmen, orators, and publicists declare to be the bulwarks of the nation; "who save each successive generation from the barbarism of complete ignorance, who keep alive the fires of learning, of literature, science, and the arts. There is no woman or man of any account from Montauk Point to the Golden Gate who is not the product of the teacher." We are the parents of this nation, a continuous performance of forefathers, selling ourselves on the installment plan for a third of what the country spends on its cigars.

But we do not ask the people to pay its teachers better as a matter of acknowledgment for past service nor even as a matter of justice, but because the investment is necessary in order to get returns that the nation actually needs. We who have the supervision of teachers are coming to see that we cannot give the service required unless we have teachers that are more substantially encouraged.

This being true, who is going to bring this about? It is our natural inclination to wait for some powerful outside influence to bring it about. My little daughter believes that, some day, a very rich and beautiful man is going to come to take her to a lovely home with horses and carriages, and steam yachts flitting to and fro. The poor child's mother had the same happy childhood's dreams. We school people have dwelt in childish ignorance of how professions have advanced in public esteem. The physician, and not the patient, has raised the rewards of medicine. The clients of the lawyer have not run after him with entreaties to charge more for his services. In every case the reform of the condition of any class comes, when it comes at all, from the awakened spirit of the class itself. Unwelcome tho it may be, there must come to us, the American teachers, the recognition that education in this country is seriously sick. An appalling proportion of the persons who teach are in a state of stagnation, indifference, and lethargy. A revival of interest is necessary; a union of intelligent and vigorous effort must be evident. You have got to say to the people of Wisconsin: "Your schools are not good enough; we are not good enough; we want you to help us make us and them better, and, if you do help us, we will better educate your children."

If any improvement accrues to the Wisconsin schools you Wisconsin teachers will have to do the work. If nothing happens then it is your fault. Taking you as a whole you are getting what, from a human standpoint, you deserve. Just as soon as every man and woman of you recognizes his duty toward public education and lives that duty the solution comes. Look at the influence right within your hands, one of your little delegates in almost every household. Look at the pull you could have, on the very heartstrings of every father and mother in Wisconsin. The trouble is you do not see what a tremendous power, if organized, united, and, with a lofty purpose, you can exert for immediate results. Let every teacher look after her own constituency; let her show her community that she is worthy of her hire. Let every superintendent call his teachers together and start a campaign to win the hearts of his community. Let teachers and superintendents pull together, not apart, to elevate the standard of teaching, with their reading and study clubs, showing the people, at least, the desire to improve the schools. Let your organizations publish and disseminate literature for the instruction of your workers. Get facts and figures. Make a study of the methods by which measures of public policy become enacted into ordinances and laws. Investigate your salary funds. Are they secure? Are they distinct from building funds, book funds, apparatus funds, and fuel funds? If not, work to get them separate. Work to get the financial basis of teachers' wages fixed by law as an adequate per centum on the taxable property so that the teaching can go on and the teachers' prosperity increase with that of the community, instead of dropping downward thirty per cent., as it has here. Get out among men who are doing things and get them to stop doing you. What if a large proportion of your ranks are indifferent, taking no interest? Among all the thousands there are a dozen who can direct the thing if you will pay your dollar for expenses. But do something; experience will teach you wisdom. You men of middle age, especially, who are going to put the rest of your life into this branch of public service, who have grown to see the cheapness and the pettiness of rivalry, who long for membership in a dignified and respected calling, who know the futility of making bricks without straw, where do you come in? Ally yourself with this movement to put teaching on a plane where it belongs. Especially come in you who are better paid than others, who know how better is your work therefor, who can, by this token, work in this cause freer from the charge of selfishness. Come in and help the schools. There is a tremendous revolution possible in public education. You need to be a part of it.

Think ye the brave men died ere ye were born
Or valor's weapon always is a sword?

Let us, to whom education is sacred trust, be first to promise better service, and able to convince the people of the necessity of it and of the way to bring it to pass.



A Permanent Teaching Profession.*

By SUPT. JOHN W. CARR, Anderson, Ind.

This question is chiefly an economic one. According to the last published report of the superintendent of public instruction the average salary of the 16,304 public school teachers of Indiana was \$308.55 for the year, or less than one dollar for each working day. But this is not all. There were 10,394 country teachers who received, on an average, a salary of only \$263.60. The 1,660 town teachers did not fare much better, for their salaries averaged only \$347.12. Even the salaries of the 3,980 city teachers were, on an average, only \$416.66, or \$1.33 for each working day. Of the entire number of teachers, including city and county superintendents, only about 250 received a salary of more than \$1,000 a year. To be still more specific, there were 181 persons who received salaries ranging from \$1,000 to \$1,400; 37, from \$1,500 to \$1,900; 14, from \$2,000 to \$2,400; 4, from \$2,500 to \$2,900; 4, even \$3,000; and 1, \$4,300; of the remaining sixteen thousand and more, or 98½ per cent. of the whole, not one received a salary of a thousand dollars.

Why So Many Boys and Girls Teach.

From the above it is evidenced that only a comparatively few persons can afford to engage in public work as a permanent profession. They cannot afford to make the necessary preparation. They cannot afford to remain in a profession where only 16 in a thousand receive more than \$1,000 a year. Neither can they afford to remain in a profession where they are liable to be dismissed without cause at any time, humiliated, sometimes maligned, and then set adrift with no means of support and at a complete sacrifice of the money and time spent in preparation. These economic facts, more than anything else, account for the large number of boys and girls who play at school teaching, who are unprepared for the work, and who cannot, as a rule, afford to prepare themselves. These facts also explain why nearly one-third of the teachers of the state leave the profession annually, and why so few persons become, and remain, truly professional teachers.

Wages in Different Occupations.

The economic aspects of this question are further shown by comparing the wages paid teachers with those paid persons engaged in other occupations. An ordinary farm hand can earn \$20 per month or \$240 per year, and have his board and lodging thrown in. An ordinary clerk in almost any line of business can earn from \$10 to \$15 per week, or from \$500 to \$750 per year. A good stenographer can earn from \$8 to \$20 per week, or from \$400 to \$1,000 per year. The state statistician in his last report states that the average wages in 660 different manufacturing establishments employing 63,535 men were \$2,433 per day for skilled workmen, or \$761 per year for full time and \$570 for four-fifths time. These same industries paid, on an average, \$417 per year to unskilled workmen, and an average of \$282 to the 11,224 girls and women employed.

Section Men Receive More Than Teachers.

The same report shows that the different railroads of the state employed 81,955 men, and that the lowest wages paid were to the 15,849 section men, who received, on an average, from \$313 to \$407 per year. Section foremen received an average wage per year, from \$460 to \$565; station agents, from \$500 to \$838; baggage-

men, from \$423 to \$820; firemen, from \$520 to \$820; engineers, from \$660 to \$1,325; conductors, from \$865 to \$1,175, while the 275 men in the general offices received, on an average, from \$1,500 to \$8,000 per year. The lowest wages paid railroad men exceed the average wages paid teachers. There are only about 250 teachers in the state who receive more than \$1,000 per year, but there are more than 7,000 railroad employees who receive more than a \$1,000 a year.

Salaries in Other Professions.

For lack of official data, it is difficult to make a comparison between teachers' salaries and those of other professions. But it is a poor minister, indeed, even on a country charge, who does not receive \$500 a year, while most of the town and city charges pay from \$1,000 to \$2,000 per year, with parsonage, marriage, and funeral fees, donation parties, Christmas and birthday presents thrown in. The country doctor that is at all successful can count on, at least, a thousand dollars for his work, while the successful city practitioner earns from two to several thousand a year. The successful lawyer in the ordinary county seat can earn from \$1,500 to \$2,000 a year, while the successful city lawyer may receive from \$3,000 to \$5,000, or even more, per year. Besides, persons in these professions can give a whole lifetime to them. They are not subject to dismissal at anybody's whim.

Teachers Should Receive Living Wages.

Now, I am not a pessimist. I believe in public schools and public school teachers. I have chosen teaching as my life work and mean to stick to it. But we should not be so dazed by the halo that we fail to see the real substance. I do not believe that the public schools can reach a much higher degree of efficiency, unless the people are willing to pay more, yes, much more to the teachers. If it is really true that the American public schools make the American workmen the most efficient in the world, if it is true that the success of the American manufacturers, American commerce—yes, of American arms, depends chiefly upon the efficiency of the American public schools, if the public schools are truly the "hope of our country," then I say the public school teachers are entitled to a reasonable compensation for their services—a compensation that will justify a much larger number of men and women of first-class ability in choosing teaching as a permanent profession—a compensation that will enable them to support their families and to lay by something for old age.

How Can Teachers Secure Adequate Compensation?

The paramount question, therefore, is, How can adequate compensation be secured for the public school teachers of the state? This is, indeed, a difficult question, one worthy of the talent of the best constructive statesmen. The minimum wage law and the minimum term law have materially increased the wages of the country teachers since the last reports were published. The gradual, the steady increase of salaries of teachers and superintendents in our cities is encouraging. The willingness of the people to be taxed for school purposes and their intense interest in public education are auspicious signs.

But there are serious difficulties to be overcome before the teachers receive reasonable compensation for their work. According to the last report of the state tax commissioners, 335 out of 1,300 school corporations of the state had levied the maximum rate for tuition. The law of 1903 will do but little more than to enable these corporations to pay the minimum wages for the minimum term. The proper collection of delinquent taxes affects teachers' salaries,—\$2,633,499, or nearly 12 per cent. of the taxes levied were delinquent last year. The consolidation of rural schools has only fairly been begun. In 1900, there were 4,080 country schools, with an average attendance of less than 20. This number has not been greatly reduced. We need to study and to practice economy in the administration of schools and other

* A paper read before the Indiana State Teachers' Association, Dec 30, 1903.

municipal affairs so that a greater proportion of the taxes now paid may go to employ better teachers. In some American cities the police department costs as much as the schools, while in other cities, equally well governed, only one-fifth as much. The whole question of taxation, including assessments, tax rates, tax dodging, collection, and expenditures, needs to be carefully considered before any definite conclusion can be reached in reference to how, or how much, teachers' salaries can be increased.

It seems to me, therefore, that if anything definite is to result from this discussion, a committee on "taxation and teachers' salaries" should be appointed by this association, whose duty it shall be to collect and publish facts bearing on this whole subject. No other part of our government is so dear to the hearts of our people as the public schools. They have expended millions in building the palaces for school-houses; their next great work should be to see to it that efficient teachers are employed and properly compensated. This, I believe, they will do if the facts are once clearly presented. I, therefore, offer the following resolution:

1. That this association appoint a committee of five, to be known as "the committee on taxation and teachers' salaries," whose duty it shall be to investigate the salaries paid to the public school teachers of the state

and to make a printed report to this association in 1904.

2. That this association appropriates the sum of one hundred dollars, and that both the Northern and Southern Indiana Teachers' Associations be asked to appropriate a like amount, a part of the whole of which is to be used by the above named committee in preparing and publishing said report.

3. That this committee be instructed to request the National Educational Association to appoint a permanent committee on "taxation and teachers' salaries," whose duties it shall be to collect and publish, from time to time, statistics and other facts from this and foreign countries relating to this subject.

4. That we, the members of the Indiana State Teachers' Association, pledge ourselves to use all honorable means to secure for the teachers of the state salaries sufficient to warrant them in remaining in the profession permanently.

5. Believing the cause to be worthy and of vital importance, not only to teachers, but to the children of the state, we invoke the aid and co-operation of the governor, the members of the legislature, the state board of education, the school officials, the public press, the Christian ministry, and the people in general to assist in making it possible for teaching to become a permanent profession.

A Proposed Course in History. III.

Report of Committee of Chicago Principals' Association.

Sixth Grade.

1. Continue topics b, c, and d of the First Grade.
2. The pupils should use a simple supplementary reading book of English history stories—37.
3. The pupils should have a text-book in United States history. The following subjects should be emphasized:
 - (a) The social and industrial conditions and changes; their causes and effects—99, 159.
 - (b) The wars, including their immediate causes and effects.
 - (c) The expansion of the territory—132.

SUGGESTIVE MATERIAL.

A.

No material is suggested other than that indicated by the outline above.

The following books will be helpful, 96, 97, 99, 107, 108.

B.

1. In the manner suggested in the fifth grade, study the Dutch, the Quakers, and Germans of Pennsylvania, and the French, 100, 101, 105.
2. Study the French and Indian war as a contest between the French and the English for supremacy in North America, 102, 103, 104, 106.

The teacher should make supplementary use of the book while treating in an intensive way the topics suggested above.

Seventh Grade.

The pupil is now entering upon his final period of history study in the graded schools. His final text-book is to be put into his hands. The relation of cause and effect is to be more closely observed and applied than heretofore. The industrial, economic, social, and civic aspects of history should dominate in the work of this grade.

1. A short period, immediately preliminary, should be given at the first, the arrangement and extent of which should be left to the individual teacher or the school. It should cover some such ground as the following:

- (a) A brief sketch of feudalism; manorial and castle life especially applied to England—60, 64.
- (b) Stories of the crusades, as to their effect in enlarging the mental horizon of Europe and their stimulation of commercial enterprise—60, 64, 67.
- (c) The stories of Venice and Genoa as commercial cities, and an account of the shifting of trade to the Hanseatic cities of the Atlantic coast—95.
- (d) The fall of Constantinople, noting specially its effects upon commerce—60, 95.
- (e) Inventions, such as mariner's compass, printing, etc.
- (f) Growth of English constitutional guarantees, such as Magna Charta, Petition of Rights, Bill of Rights, etc.—110, 111, 116.

2. A detailed study of the United States history to the adoption of the constitution should be the chief history work of the grade. Emphasize the growth of the industrial,

social and political conditions of the people, with reference to their historic development among the English people.

It is possible that in a few schools more work can be done than is outlined above. In such cases we suggest that the classes be permitted to do advance work emphasizing:

1. The sources of national wealth and the factors in its development.
2. The acquisition of territory and the Westward movement of the people.
3. The wars of the nation with their general causes.

Eighth Grade.

1. An English history reader should be in the pupil's hands to be used as the teacher directs. The outlines of England's industrial development and the growth of the fundamental English political ideals should be traced to see what the "Rights of Englishmen" were—111, 126.

2. There should be a connected study of United States history from the close of the Revolution to the present time, passing lightly over the making of the constitution.

3. The last two months should be given to the study of the constitution and its making. It should be compared with the Articles of Confederation, with the state constitution and with the city charter. The maturity of the pupils and the time allotted should determine the extent of this comparative study—138.

4. Gather up during the year the threads of the concrete civic studies that have been carried on in all the grades and lead the pupils to see our system for national, state, county and city governments.

SUGGESTIVE MATERIAL.

The civic and political aspects of history should dominate the teaching of this grade.

Under No. 2 of the outline we suggest the following for special emphasis.

1. The Westward expansion of our people, the territorial growth of our country and some of the chief events in our industrial, social, and political development—132, 133:

- (a) In the light of the physical difficulties encountered in taking possession of the continent—6, 122.
- (b) In the light of the differences of opinions and ideals among the American people themselves.

(c) In the light of the opposition we have met from Indians, France, England, Mexico, Spain, and other nations.

2. In the study of current events, lead the pupils from the history of the past to judge the events they are daily noting and to consider the possible future that awaits the American people.

Reference Book List.

FIRST GRADE.

List No. 1.

1. Andersen's Fairy Tales. Ginn & Co.
2. Fairy Stories and Fables, Baldwin. American Book Co.
3. Hiawatha, Longfellow, Riverside. Houghton, Mifflin & Co.

4. Seven little Sisters, Andrews. Ginn & Co.
5. Children of the Cold, Schwatka. Cassell.
6. Stories for Kindergartens, Wiltse. Ginn & Co.
7. America's Story for America's Children, No. 1, Pratt.
- D. C. Heath & Co.
8. Colonial Children, Pratt. Educational Publishing Co.
9. A Third Reader, Baldwin. American Book Co.
10. Child Life, A collection of Poems, Whittier. Houghton, Mifflin & Co.
11. Child's Christ Tales, Proudfoot. Flanagan.
12. History of the United States. Any good text.

List No. 2.

13. Miles Standish, Longfellow. Houghton, Mifflin & Co. Classic Stories for Little Ones, McMurry. Pub. Sch. Pub. Co.
14. The Story in Primary Instruction, Allison. Flanagan.
15. Grimm's Fairy Tales.
16. Aesop's Fables.
17. Legends of the Red Children, Pratt. American Book Co.

Old Volumes of St. Nicholas.

SECOND GRADE.

List No. 1.

18. Story of Ab, Waterloo. Doubleday & McClure.
19. Old Greek Stories, Baldwin. American Book Co.
20. Stories of Greece, Firth. D. C. Heath & Co.
21. The Story of Ulysses, Davis. Educational Pub. Co.
22. Colonial Children, Hart. Macmillan Company.
23. Gods and Heroes, Francillion. Ginn & Co.
24. Greek Gods, Heroes and Men, Harding. Scott, Foresman & Co.
25. Stories of Indian Children, Husted. Pub. Sch. Pub. Co.
26. Some First Steps in Human Progress, Starr. Jennings & Pye.

List No. 2.

27. Eskimo Stories, Smith. Rand, McNally & Co.
28. Ducas, the Indian Boy of Santa Clara, Snedden. D. C. Heath & Co.
29. The Childhood of the World, Clodd. Humboldt Pub. Co.
30. Alice in Wonderland, Carroll. Macmillan Company. Hans, the Eskimo, Scandlin. Silver, Burdett & Co.

THIRD GRADE.

List No. 1.

31. Arabian Nights.
32. Tanglewood Tales, Hawthorne. Houghton, Mifflin & Co.
33. Smith's Smaller History of Greece, Brownson. American Book Company.
34. A Short History of the English People, Green. Harpers.
35. Stories of Great Americans, Eggleston. American Book Co.
36. King Arthur and His Court, Greene. Ginn & Co.
37. Short Stories in English History, Blaisdell. Ginn & Co.
38. History of Chicago, Kirkland. Dibble Pub. Co.
39. Lolomi, the Cliff-Dweller, Bayliss. Pub. Sch. Pub. Co.
40. Fifty Famous Stories, Baldwin. American Book Co.
41. Wagner Opera Stories, Barber. Pub. Sch. Pub. Co. Lolami in Susayan, Bayliss. Pub. Sch. Pub. Co.

List No. 2.

42. Four Old Greeks, Hall. Rand, McNally & Co.
43. Viking Tales, Hall. Rand, McNally & Co.
44. La Salle, Parkman. Little, Brown & Co.
45. Old Greek Life, Mahaffy. American Book Co.
46. Poems, Tennyson.
47. Poems, Lowell. Houghton, Mifflin & Co.
48. Story of the Greeks, Guerber. American Book Co.
49. The Scottish Chiefs, Porter. Lovell.
50. Each and All, Andrews. Ginn & Co.
51. American Indians, Starr. D. C. Heath & Co.
52. Making of Illinois, Mather. Flanagan.
53. The Story of Siegfried, Baldwin. Chas. Scribner's Sons.
54. Myths and Myth-Makers, Fiske. Houghton, Mifflin & Co.
- Mythical Heroes, Prince and Gilbert. Silver, Burdett & Co.

FOURTH GRADE.

List No. 1.

55. The Story of the Romans, Guerber. American Book Co.
56. Plutarch's Lives.
57. Bible.
58. The Story of Caesar, Clarke. American Book Co.
59. Fifteen Decisive Battles, Creasy. Hurst.
60. History for Graded Schools, Kemp. Ginn & Co.
61. Pioneer Stories of the Mississippi Valley, McMurry. Pub. Sch. Pub. Co.
62. Heroes of the Middle West, Catherwood. Ginn & Co.
63. Stephen the Little Crusader, Madden. Crowell & Co.
64. The Story of the Middle Ages, Harding. Scott, Foresman & Co.

65. Pioneers of the Revolution. Pub. Sch. Pub. Co.
66. Marco Polo, Brooks.
67. The Crusades, Cox. Chas. Scribner's Sons.
68. Magellan, Towle. Lee & Shepard.
69. Life of Prince Henry, Major.
70. Vasco de Gama, Toyle. Lee & Shepard.
71. Ten Boys on the Road from Long Ago, Andrews. Ginn & Co.

Stories of the Old World, Church. Ginn & Co.
Heroes of Chivalry, Maitland. Silver, Burdett & Co.
Wandering Heroes, Price. Silver, Burdett & Co.

List No. 2.

72. Smith's Smaller History of Rome, Greenidge. American Book Company.
73. The Talisman, Scott. Ginn & Co.
74. Lays of Ancient Rome, Macaulay. Ginn & Co.
75. Stories of Pioneer Life, Bass. Ginn & Co.
76. Stories for Norseland, Pratt. Educational Pub. Co.
77. Stories from Old Germany, Pratt. Ed. Pub. Co.
78. Queen Elizabeth, Abbott. Harpers.
79. Four Great Americans, Eggleston. American Book Co.
80. Massasoit, Story of the Indians of New England, Burton. Morse Company.
81. The Fight for Life in Chicago, Thurston. Normal School.
82. Outline for Civic Teaching, Thurston. Chicago Normal School.
83. Paul Jones, Hapgood. Houghton, Mifflin & Co.
84. William Penn, Hodges. Houghton, Mifflin & Co.
85. Lewis and Clark, Lighton. Houghton, Mifflin & Co.
86. George Rogers Clark, Turner. Houghton, Mifflin & Co.

FIFTH GRADE.

List No. 1.

87. Plymouth Plantations, Bradford. Maynard, Merrill & Co.
88. Pilgrims and Puritans, Moore. Ginn & Co.
89. Indian Tribes of North America, Drake.
90. The Pilgrims in Their Three Homes, Griffis. (River-side Edition). Houghton, Mifflin & Co.
91. The Conquest of Mexico, Prescott. (Abridged). Maynard, Merrill Co.
92. The Spanish in the Southwest, Winterburn. American Book Co.

List No. 2.

93. Old Virginia and Her Neighbors, Fiske. Houghton, Mifflin & Co.
94. The Spaniards in History, Fernald. Funk & Wagnalls.
95. The City of the Seven Hills, Harding. Scott, Foresman & Co.

A general History, any good text.

- Heroes Stories of Our Country, Blaisdell. Ginn & Co.
Home Life in Colonial Days, Earle. Macmillan Co.
Stage Coach and Tavern Days, Earle. Macmillan Co.
Sabbath in Puritan New England, Earle. Chas. Scribner's Sons.
Customs and Fashions in Old New England, Earle. Chas. Scribner's Sons.
Colonial Days in Old New York, Earle. Chas. Scribner's Sons.
Costume in Colonial Times, Earle. Chas. Scribner's Sons.
Child Life in Colonial Days, Earle. Macmillan Co.
American Heroes and Heroism, Mowry. Silver, Burdett & Co.

SIXTH GRADE.

List No. 1.

96. Our Country's Story, Tappan. Houghton, Mifflin & Co.
97. Story of American History, Blaisdell. Ginn & Co.
98. Story of the Great Republic, Guerber. American Book Co.
99. Children's Stories of American Progress, Wright. Chas. Scribner's Sons.
100. Taking of Louisburg, Drake.
101. Pioneer Quakers, Hallowell. Houghton, Mifflin & Co.
102. Discovery of the Old Northwest, Baldwin. American Book Co.
103. Conquest of the Old Northwest, Baldwin. American Book Co.
104. Marquette, Thwaites. Appleton & Co.
105. The Colonial Era, Fisher. Chas. Scribner's Sons.
106. New France and New England, Fiske. Houghton, Mifflin & Co.
107. Source Book of American History, Hart. Macmillan Company.
108. Colonial Days and Ways, Smith. Century Company.

List No. 2.

- Barnes' Elementary History of the United States, Baldwin. American Book Co.
McMaster's Primary History of the United States. American Book Company.
Story of the Thirteen Colonies, Guerber. American Book Co.
(Lists for Seventh and Eighth Grades will be published later.)

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JANUARY 30, 1904.

The Supervisory Problem.

The Department of Superintendence, of the National Educational Association, can help the educational cause considerably by adopting a declaration of principles relating to the organization of systems of public instruction. Perhaps it is too early to expect of the superintendents a courageous statement of just lines of division of authority in school government. But the problem itself is a most important one, and the solution urgent.

A large share, if not most, of the irritation and the consequent waste of energy is due to unbusiness-like, often absurd, division of authority in the supervisory force. A magazine desirous of rendering a real service to the schools should have this motto presented in its pages.

It may safely be taken for granted that the average teacher is desirous of doing her level best for the children committed to her. Consequently whatever there is found to be amiss in the schools may well be charged against the supervisory powers. Given a strong, level-headed, sympathetic, intelligent superintendent of proper training and experience, every one of the schools under him will be found in a state of continuous improvement. Before the end of his third year of service, under normal conditions, not a single poor school will exist in his domain.

Sometimes a superintendent succeeds in placing the schools under his charge upon a high plane of efficiency by main force. He simply insists, and all bow to his decision. The forced growth will sooner or later reveal itself as a fundamental mistake. It indicates, moreover, a deplorable lack of pedagogical insight on the part of the superintendent. One of the fruits of the study of education should be a desire at all times to keep the foundations strong, to take no greater step than the conditions warrant, to have a high ideal constantly in mind and to labor patiently for its fulfillment, to be willing to work and wait. Dr. Parkhurst says he never saw a hen try to hasten the process of hatching by pecking the shell. We can show him several superintendents whose example would train any hen in that art.

The first step for a superintendent to take in assuming office is to secure the co-operation of the principals. If he cannot lean upon the principals he cannot succeed. The principal is the representative of the superintendent in his school, and as such should be the acknowledged and supreme local educational authority. No supervisor should disturb that authority. Specialists exist merely to help the principal meet the requirements of the course of study. If he can get along without them he should be free to dispense with their help, merely permitting them, as expert advisors of the superintendent, to examine the work in his school, and report the results of their investigation both to him and to the central authority. The principal should be held responsible for the results in his school. Aside from this he should be free to exercise his own judgment. This is the American ideal, or call it Anglo-Saxon if you will.

The farmyard plan, with a pugnacious rooster jealously protecting his prerogative of autocracy, is not the best model for school organization. Yet there are superintendents who are irritated if a self-assertive voice is raised in any part of their scratching grounds, much as is a rooster on hearing a crow, or the semblance of a crow.

This question is well worth discussing, and the more pub-

lic the presentation the better. The people at large have never been sufficiently informed. They probably would not believe it possible that there are superintendents who have so little good sense and so little regard for the ordinary human proprieties, to say nothing of respect due to fellow-workers, as to listen to complaints by teachers of the personalities, acts, and what-not of their principals. In fact, not a few superintendents spend the greater part of their Saturdays at this mean business. Wherever this sort of thing is done all talk about the dignity of the teacher's office is vain.



President Eliot on Liberty.

President Eliot, of Harvard university, makes very startling statements now and then, and we are quite accustomed to running across one or the other of them in newspapers. But his recent remark upon the dangers to liberty, before the Brooklyn University club, quite took our breath away. Has he really become a philosophic anarchist? Or will his explanatory interviews so modify his reported declarations as to reveal him as a mild oligarchist? Whatever he may be, all thoughtful people will thank him for calling attention to the grave dangers that are threatening our democracy. This is what he is reported to have said in Brooklyn:

"The cause of freedom is not yet won. We see new dangers to liberty in our own country every day. Democracy is in itself a grave danger, while it is in itself a liberty. The idea that one is to yield to the will of the majority is a threat to individual liberty. The adoption of the will of the majority is very convenient in the settlement of immediate questions, but has not often been found convenient in the long run. A pioneer, no matter how great he may be, is usually alone."

"There are other dangers pressing upon us. I have heard a great deal of talk of labor leaders and combinations of employers. I have heard of contracts between labor unions, on the one hand, and organizations of employers on the other, and it is very evident to the most casual observer that when both of these great forces combine the threat to our individual liberty is very great. Only recently we have heard of a combination of building contractors who decided, by vote, which one of their number should get a contract and just how much he should be paid for it. In addition, the amount to be paid by him to his employes was decided. This certainly abridges liberty and makes it evident that the function of universities as teachers of liberty is by no means exhausted. The new dangers are quite as great as of old; infinitely greater than in 1775."



N. E. A. Changes its Date.

In view of the unusual demands on transportation lines and the crowded condition of the hotels of St. Louis, which will prevail during the first week in July, the executive committee of the N. E. A. has voted to change the dates of the annual convention in St. Louis—announced for July 5-9—to the preceding week, June 28 to July 1, 1904. This change accords with the original preference of a large number of the teachers of the country, and also with the recently expressed desire of the local committee at St. Louis, and the exposition authorities, who believe that more comfortable accommodations can be furnished, and more successful meetings of the convention held at that time, with better opportunities for the study of the educational exhibits than at a later date.

The committee regret the possible embarrassments which the change to the earlier date may cause in some localities, but trust that these will not be serious. The action has been taken after a careful consideration of all interests.

"Tech House" Settlement.

An interesting variant on the school community idea is to be seen in the college settlement now maintained by the Massachusetts Institute of Technology in the heart of a big tenement district in Boston. The peculiarity of this neighborhood educational center—that which distinguishes it from such settlements as Hull House in Chicago, or the University settlement in New York—is that it is intended primarily as a part of the education of those who settle rather than of those settled among. In other words, the people at the Institute of Technology who have promoted this scheme have felt that it would be apart from the general plan of a school whose function is to turn out engineers to attempt to parallel the ordinary philanthropic and charitable work of other institutions. They realize, however, that one of the essential qualifications of the practical engineer is to be able to deal understandingly with all sorts and conditions of working men; and that ordinarily in the technical schools, while excellent instruction is given in the various mathematical and scientific subjects, no attention whatever is paid to the all-important subject of human nature. It was, therefore, to supply as an "elective" course certain practical instruction in the psychology of the working classes that Tech House was established. The technical school student who frequents its rooms, mixing on terms of equality with young laboring men, is certain to get a very different idea of the relations of capital and labor, or employer and employee, from the one he would ordinarily have.

This settlement is in charge of Mr. Kellogg Durland, one of the sociological experts who was called upon by the anthracite strike commission during the recent labor troubles in Pennsylvania. His permanent staff consists of seven or eight students who live in the settlement, and of eighty or ninety others who give up part of their time to this work. The headquarters, situated within fifteen or twenty minutes' walk from the institute, is practically, therefore, a technology dormitory; but, on the other hand, it is much more than this. It has actually become a place where students, ministers, ward politicians, bosses, civic reformers, labor leaders, and technical school professors meet for study of each other's purposes and habits. Classes, lectures, club meetings, occasional dances, and various gatherings of informal nature keep every room in the house continually in use. Opportunities in the immediate neighborhood for study of important educational questions are numerous. Close by the house are two public schools, where boys' clubs and industrial classes of one kind or another are in nightly session. Within five minutes' walk in either direction are educational centers where there are constant meetings of men, women, and children. In spite of numerous activities in its immediate neighborhood, Tech House has gained marked popularity in its district, which includes about 25,000 working people, generally fairly well paid factory hands.

In arranging clubs and classes Mr. Durland believes strongly in utilizing the "gang" spirit which plays so important a part in the street life of any crowded American city. The gang, as is well known, under the right kind of leadership is easily made the nucleus of a boys' club with games, athletics, and other forms of healthy amusement as the immediate object of its coming together. From these clubs are recruited the classes to which the Tech students impart in turn the knowledge of carpentry, tool work, drawing, or any one of the long list of subjects with which their own education has made them familiar, and in so doing the students usually become acquainted not only with the boys but with the fathers and mothers.

One of the interesting features of Tech House is the little basement dining room which offers hospitality to any one interested in the welfare of the neighborhood. Important people in the community very frequently drop in to have a talk with labor leaders, politicians, or others. The list of guests who have been registered includes

such names as President Pritchett, of the institute; John Mitchell, the labor leader; Curtis Guild, lieutenant governor of Massachusetts; Bishop Lawrence of the Episcopal church; Henry L. Higginson, founder of the Boston Symphony orchestra; Edwin D. Mead, editor of the *New England Magazine*, and many others. The informal meetings in the dining room represent a valuable feature in the social uplift of Boston. Interest in this settlement is rapidly increasing among the students of the institute and in the opinion of the promoters, the fact that Tech House draws young men from all over the country, is a distinct advantage.



Frederick S. Jewell.

On Dec. 27, 1903, Prof. F. S. Jewell passed to the spirit world. He was well known to the teachers of New York state from 1855 to 1875 from his connection with important educational work of teaching and as conductor of teachers' institutes. His father was a missionary to the Choctaw Indians in Mississippi, where the son was born in 1821.

He was sent North when a boy to be brought up and was educated at Groton and Monroe academies, attended Yale college and Auburn Theological seminary, and preached in the Presbyterian churches of Cincinnati and Morrisville, N. Y. In 1854 he became professor of English literature in the Albany Normal school of which Samuel B. Woodworth was the principal, where he taught with great success for fourteen years. In 1870 he became the principal of Delaware Literary institute at Franklin, N. Y., and assisted in the teachers' institutes; in this latter field he was exceedingly popular and successful. He had a clear and analytical mind and was able to induce a study of foundation principles; the work usually done at the gatherings of teachers had been of a highly miscellaneous character, leaving the teachers about where they were year after year. Against this Professor Jewell set his face. But he found the traditional methods hard to overcome and they are still employed. In a letter written several years ago he declared quite prophetically: "What I felt to be essential in 1871-2 was that the institute should become a school and be in session for two or three months and thus save the waste of money and effort. I think the time is at hand when this state (Wisconsin) will adopt this idea." There are now eight counties in that state that have county training schools. Possibly New York will adopt the idea after several other Western states have shown this to be the only gate by which third grade teachers should be allowed to enter the school-room if we must have such teachers.

In 1874 Professor Jewell left the Presbyterian for the Episcopal church and preached at Winsted, Ct., at Evanston, Ill., and at Fond du Lac, Watertown, and Portage, Wis. Ceasing from preaching he taught history at Grafton Hall, Wis. In this field of work he died being only ill for twelve days.

Professor Jewell had much confidence in forms; he would give unlimited labor to have a pupil analyze a sentence in a certain way, declaring that the thought in the sentence was of little account; that the mode of stating it was what educated. "The good to be got in cracking these nuts (sentences) is not in the meat obtained but in the exertion made," was an apothegm he used to illustrate his ideas. Another was, "No teacher is a teacher who cannot drill."

He expressed admiration for the Episcopal church twenty years before he entered it because the members were "drilled" to have some definite ideas concerning religion. He looked at a congregation from the standpoint of an educator; his effort was to ground them firmly in the Christian faith.

Professor Jewell never ceased to be a student, always pursuing some lines of study in addition to those connected with his duties. He was zealous in his church work, possessing that sincerity and piety which are the

most powerful agents in doing good to others. A child he was in heart and gentleness. Kindly by nature and sympathetic, he was greatly beloved and esteemed and numbered his friends among all creeds and classes.

He represented the best and most admirable types of his calling, for he led his pupils and people as much by the edifying example of his own life as by his teachings. His sympathies were of a broad nature and he was delighted to witness the sincere efforts of any and all who strove toward a better life.

He leaves a widow and six children; two daughters, Mrs. C. A. Galloway and Mrs. B. Wild, of Fond du Lac, and four sons.



Asked to Reconsider.

The cut in New York's school work has met with an unexpectedly wide opposition. One protest is from the committee on the prevention of tuberculosis of the Charity Organization society. It reads:

Whereas the board of estimate and apportionment has materially reduced the appropriation for general and special school purposes in the city of New York for the current year, and

Whereas the board of education has deemed it necessary, in view of this reduction, to abolish vacation schools and playgrounds, and to appropriate, for the purpose of night schools and free lectures to the people, an amount far too small to carry out the systems in their present well-arranged form.

Resolved, That this committee believes that vacation schools, playgrounds, night schools, and lectures are matters of prime importance in our educational system, that they make for healthier living, and that the lecture system has proved to be one of the best means for diffusing throughout the community that knowledge of hygiene and information on the methods of preventing the spread of tuberculosis, without which this preventable and curable disease cannot be held in proper control; and, further

Resolved, That the board of estimate and apportionment and the board of education are, by this committee, requested to reconsider their former action and to make such provision as will not curtail the proper development of our public school system in the particulars herein mentioned.



World Statistics.

"Area, population, commerce, revenue, expenditures, indebtedness, currency, and stocks of money of the principal countries of the world" is the title of a statement just issued by the department of commerce and labor thru its bureau of statistics. The statement includes all countries and colonies for which statistics of commerce and the other conditions above mentioned are available, and thus presents an approximately complete picture of commercial and financial conditions throughout the entire civilized world.

The total exports of the countries and colonies included are stated \$10,278,616,000, and the total imports at \$11,525,755,000, making the aggregate commerce \$21,804,391,000. The aggregate of the world's commerce at the present time may therefore be set down, in round figures, as 22 billions of dollars. While, presumably, all exports become, in turn, imports, the stated value of these imports exceeds by more than one billion dollars the stated value of the merchandise in question when stated as exports.

The population of the countries and colonies included in this statement is given at 1,487,159,000 and their area at 40,701,936 square miles. This figure of population in the countries included in the table seems to justify an estimate of 1,600,000,000 as the approximate total of the world's population at the present time.

The total revenue, for the latest available date, of the countries and colonies included in the list is set down at

\$7,854,301,000 and the total expenditures at \$7,939,540,000.

The total indebtedness of the countries named in the list is given at \$34,389,604,970; but as the statement does not include the indebtedness of certain minor colonies and divisions, the total national indebtedness of the world at the present time may safely be put, in round terms at 35 billions of dollars. The interest charge on the public debt of the countries named is given at \$1,416,397,448.

The stocks of money in the countries named are stated at \$11,999,300,000 or in round terms twelve billions of dollars, but in this statement the value of the monetary stock of silver-standard countries has not been changed to conform to the decline in silver values. Of this total of twelve billions of dollars, representing the total stocks of money in the countries in question, \$5,355,000,000 is stated as gold, \$3,680,700,000 as silver, and \$2,963,600,000 as uncovered paper.

The largest imports of any single nation are those of the United Kingdom, \$2,571,416,000; Germany second, \$1,340,178,000; the United States third, \$1,025,719,000; Netherlands fourth, \$867,308,000, and France fifth, \$848,046,000. The per capita imports are, stated in the order of magnitude per capita; Netherlands, \$162.20; New Zealand, \$72.98; Belgium, 65.62; Switzerland, \$64.89; United Kingdom, \$61.28; Commonwealth of Australia, \$54.74; the imports of the United States are given at \$12.76 per capita. The per capita exports are: Netherlands, \$137.08; New Zealand, \$79.58; Commonwealth of Australia, \$54.74; Belgium, \$53.55; Switzerland, \$50.28; those of the United States are given at \$17.32 per capita. These figures relate to domestic exports only.

Gold is stated as the standard of currency in all of the countries named, except Bolivia, Guatemala, Honduras, Nicaragua, San Salvador, China, French East Indies, Mexico, Paraguay, and certain German colonies. These ten countries whose standard of currency is given as silver show a total commerce of \$631,194,000, out of a total commerce of \$22,000,000,000, or slightly less than 3 per cent of the grand total.

In the statement of indebtedness of the various countries the totals by countries, in the order of their magnitude, are: France, \$5,856,312,892; United Kingdom, \$3,885,166,333; Russia, \$3,333,938,388; Italy, \$2,560,605,000; Spain, \$2,061,389,972; Austria-Hungary, \$1,112,790,247; British India, \$1,102,905,139; Commonwealth of Australia, \$1,047,819,629.

The debt of the United States is stated at \$925,011,637. The indebtedness of the German Empire is given at \$698,849,400, and of the German States, \$2,687,621,000. Five European countries—France, the United Kingdom, Germany, Italy, and Spain—show an aggregate indebtedness of over 17 billions of dollars, thus forming one-half of the total indebtedness of the world. The per capita debt, as stated in the order of magnitude is: New Zealand, \$327.11; Commonwealth of Australia, \$277.79; Portugal, \$151.02; France, \$150.31; Uruguay, \$132.81; Honduras \$124.19; Spain, 110.72; Argentina, \$100.08; United Kingdom, \$92.59; Netherlands, \$86.62; Belgium, \$81.28; Italy, \$78.85. The debt of the United States is given at \$11.51 per capita.

Coming Meetings.

Feb. 13.—Association of High School and Classical Teachers of Connecticut, at New Britain.

Feb. 22.—Wisconsin State Library Association, at Milwaukee.

Feb. 23-25—Department of Superintendence of the N. E. A., at Atlanta, Ga. Supt. Henry P. Emerson, Buffalo, president; J. H. Hinemon, Little Rock, Ark., secretary.

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Letters.

School Punishments.

In a recent issue of THE SCHOOL JOURNAL Mr. M. G. Clark, of Princeton, Illinois, says:

"A principal of a Chicago school recently said to the writer: '*We have no bad boy problems.* If a boy is sent to me for discipline I say to him, 'Do you wish to retain your place in this school?' The boy generally concludes that he does. A second offence removes him from the school.'

"What becomes of him?"

"The parental school."

"Such methods are impossible to a conscientious teacher in the smaller cities."

I do not know the name of the principal quoted, nor do I know the date of the conversation, but I am perfectly sure that the statement made by the Chicago principal in regard to the bad boy problem is not true at the present time. Indeed the statement has never been strictly true. What he should have said is not that we have no bad boy problem, but that we have invariably dodged the problem; we have solved the problem by ignoring the problem. That is, we have done so until recently.

It was not many years ago that we used to cast a bad boy out into the streets as soon as he became troublesome. That was easy for the teacher and found favor with those of us who had not tender consciences and broad ideas as to our duty toward humanity. In those days we had no truant department and the streets were filled with incipient criminals, ignorant and vicious. That too was easy. There was no bother about troublesome boys. Everything was beautiful and serene. A boy was bad: throw him out. A boy did not want to attend school: let him stay out. What could be simpler?

No man or woman who has any knowledge of the world or who has ever given social problems any serious thought can have any doubt as to the ultimate fate of the boys thus neglected. Of all wards of the state, they were the ones needing the most careful consideration. It was morally a crime to neglect them, and socially a mistaken policy. Economically it was terribly expensive.

Every dog has its day, and pulling, mawkish sentimentalism had its day in the Chicago schools. But at last the public conscience was aroused and efforts were made to reclaim these vagabonds and incipient criminals. The Juvenile court was established; the Parental school and the John Worthy school were set in motion; the truancy department was put in charge of an efficient and aggressive superintendent; a more stringent law regarding school attendance was passed at Springfield. Chicago at last shook off its lethargy and frankly faced the problem of the bad boy—a problem until recently ignored.

What is the condition of affairs at the present time? Well, the bad boy problem exists, but we make an attempt to face it frankly. We no longer ignore it. If a boy is a criminal he is arrested, taken to court, tried and sentenced to the John Worthy school, which is an adjunct of the city prison. If he is a confirmed truant or is grossly disobedient or troublesome in school, he is arrested, taken to court and sentenced to the Parental school, which is in the extreme suburbs of the city. Calling a spade a spade, and not to be mealy-mouthed about it, the bad boy is tried like any other criminal and sent to a jail for juveniles. A cage is a cage tho its bars be gilded, and a jail is a jail tho it be ornamented with the euphemistic title of Parental school, and a criminal court is a criminal court tho it be disguised by the name of juvenile court. By the same token a policeman who arrests the boy is a policeman, tho disguised under the name of truant agent. The plain, unvarnished fact, stripped of all disguises, is that we make a criminal out of the boy and use all the regular criminal machinery in

handling him. The result has been that there has been an almost total cessation of truancy and that troublesome boys are no longer cast out into the street to follow their evil propensities as of yore. They are herded together into penal institutions, and made to conduct themselves decently.

This would seem to dispose of the problem; the bad boy is no longer in evidence in the school, and he is not out in the street, but, on the contrary, is under the care of a penal institution.

But—and here is the rub—what is the effect of any penal institution, no matter how well conducted, on the morals of a child? No man who has ever made a study of such institutions, acquiring facts at first hand by study and observation can have the least doubt that the herding of viciously-inclined boys in great numbers, no matter under what restrictions, is always bad. Vice engenders vice. Moral turpitude spreads like a contagion. Crime breeds crime. Sexual abnormality like a plague envelops the whole lot. In spite of every effort to the contrary, such reform institutions are only too often schools for vice in many respects. The boy is, it is true, compelled to go to bed at certain wholesome hours and to get up at a certain time; he is compelled to perform certain wholesome tasks, and his liberty is restrained in a wholesome way; he is taught certain wholesome habits of obedience and subordination, but the almost universal testimony of experts is that he comes out morally wickeder than he went in. Henceforth he may be more cunning in keeping within the letter of the law, but morally his character is worse.

The great defect of the present solution adopted in Chicago for the bad boy is the lack of gradation in punishments. There is no intermediate punishment. It is jail or nothing. At one end of the line is persuasion, "appeal to higher instincts," reason, and all that, while at the other end is the drastic remedy of arrest, trial, and imprisonment. The system is admirably fitted for the very bad boy, but it fails utterly in the case of the boy who has not yet arrived at the state where he is very bad. It makes no provision for the boy who is on the down grade, but has not yet arrived at the foot of the incline. Indeed he must attain a certain eminence in badness before the system begins to take notice of him.

This, in the opinion of many conscientious and tender-hearted Chicago principals, is the weak spot in the system of discipline in Chicago at the present day: the lack of means and provisions to check and turn aside by means less drastic than imprisonment, a growing tendency to crime and disorder. It is at present simply a case of smooth and honeyed talk and suddenly, without any intermediate remedy, the yawning door of jail, with its disgrace and moral contagion. The case is about as if a physician should make up his mind to use brown bread poultices and rose water on an ulcer until it healed itself, or to wait until it became necessary to amputate the leg. Or, to use another illustration, the case is about as if a parent should warn his three-year-old child not to play in the ditch or on the street-car track, but should wait passively until the child did actually fall into the ditch or get under the street-car wheels—and then send him to the hospital. In these cases it is plain that some intermediate remedy less drastic than amputation or hospital could be advantageously employed.

To many Chicago principals it has long seemed that some intermediate remedy could be advantageously applied in discipline other than the extreme one of the educational hospitals denominated the John Worthy school or the Parental school. The remedy suggested is that of moderate corporal punishment with the parent's consent in those cases where in the principal's professional opinion there is reasonable probability that a child may thereby be saved from the disgrace and ruin of a penal institution. (Of course under the law of the state of Illinois it may be remarked incidentally a teacher has a legal right to use corporal punishment even without the

parent's consent.) Then, if nothing else will serve, the child should be put under lock and key in a public jail for juveniles.

It should not be supposed, however, that all Chicago principals are in favor of adding to their already onerous duties the disagreeable one of bodily chastisement of disorderly boys. The lady principals invariably shrink from the prospect of a personal encounter with rugged urchins of 10 or 12 years of age. Many of the older male principals rarely look beyond the narrow precincts of the school-room, and fail to appreciate the broader view of the principal's duty towards the delinquent and dependent classes of youthful humanity. On the other hand, many principals believe in their own private conscience that many a boy might be checked in a downward career by the judicious and timely application of physical punishment for wrongdoing. But there has been no concerted action in the matter and no one cares to move until the public demand calls for action. After all, the present system is a vast improvement over the old system of complete neglect and indifference, and the tendency is to give the present methods a fair trial before suggesting other remedies. Progress in education, as has often been remarked, is in a zigzag line, like a ship tacking against the wind. From the often-abused old system of excessive corporal punishment we shifted to the other extreme of mawkish sentimentalism regarding the "sacredness of the human body" and what not. If predictions are allowable, a conjecture might be safely made that in due time we shall settle down to the conviction that there are times and occasions and circumstances when corporal punishment is the proper remedy. In coming to such a conclusion we shall have simply completed a circle of experiments and arrive at the starting point, the wisdom of Solomon who simply expressed the conclusions of the sum total of human experiences in his day.

E. L. C. MORSE.

Chicago, Ill.

Principal Phil Sheridan School.

Results of Teaching.

The statement of Superintendent Chancellor in THE JOURNAL of Jan. 2, is well worth pondering. Why is America progressing? Because of the good teaching. Now most of the people want us to think it is due to J. Pierpont Morgan or John D. Rockefeller or Andrew Carnegie. Not a bit. In a visit lately made to Jamaica it was found that the country is full of the means of wealth and yet it is very poor, because ninety-five per cent. are ignorant blacks. They are satisfied with a banana for breakfast, dinner, and supper.

But why are they satisfied? They are ignorant. Women work there in breaking stone for roads for twenty-five cents a day, and board themselves, who could earn at home—work in the United States—fifty cents and get their board besides. But they do not know of this; do not save their money to buy a passage here, and thus toil on. Yes, Mr. Chancellor is right. We are progressing because there is good teaching; so is Germany, only there the heavy war tax and the absence of men for several years in the army hinders greatly. England is suffering for want of good teaching, so is Spain, Italy, Turkey, and Russia.

But we are only half educated yet. We are willing to spend more on tobacco and alcohol than on schools. The people must be wiser than that. In a Western town it was known that \$3,500 was spent for schools and estimated that the fourteen grog shops took in \$15,000 at least, to say nothing about the tobacco. In that town a man manufactured clothing and did not make money; he went into tobacco manufacture and is the rich man of the town.

I am glad you are presenting the matter of paying teachers better salaries. I suggest that professional men and women (those who are graduates of normal schools and hold state certificates) should fix a minimum rate of \$100 per month. I want to see the time come

when anyone who claims to be a teacher shall have a professional certificate—not a third or second grade paper.

GEORGE BOSTWICK.

Philadelphia.

In the Public Eye.

Tho not engaged in teaching, I want educational ideas and read THE JOURNAL with special care. I see the effort has been to raise the teacher in public estimation, and the question arises whether the teacher ought not to exert himself to this end. Take it in this town, to show what I mean. About four years ago two young men came here, one a teacher and the other a lawyer; both about the same age and both fairly educated, the former a normal school graduate.

To-day the lawyer has a higher public standing, in fact the teacher has no public standing. If he should leave in June there would be no loss to the public, tho he is a good teacher. He attends the main church and is a gentleman but he does not affect the public mind.

This has been commented upon by others than myself. In the school, one of his assistants, a young woman, has done a good deal for the public. She is at the Christian Endeavor meetings, sings in the choir of a church, and teaches in the Sunday school. In an effort to erect a library building she was very active; also active in the Y. W. C. A.; also speaks in the women's temperance meetings; also in the Sunday school conferences.

We have a quarterly meeting of teachers to consider educational matters and the gentleman referred to reads a paper and so does his assistant; but the attendance is small. Lately in talking with her she said that she was going to rouse the public to come out at the educational meeting; the principal has not worried himself about the slim attendance as far as I have heard.

I do not mention these things to contrast two of our teachers, but to show how one, tho a woman, keeps herself in the public eye and the other neglects to do this. A result comes from this. Our school, instead of being one of the foremost things in the town is away back. There devolves on the school board the work of enthusing the town about education.

Last year several people proposed to have a kindergarten and came to me to have me suggest means to help the movement along. It was proposed to have a meeting at Dr. —— and this woman teacher was called on to explain the matter, but the principal was not there. He was not opposed to it but took the ground that it did not concern the higher studies over which he presided.

Now Mr.— is above the average in many ways but he does not bring education into the front rank as one of the forces in our town. This is often true of ministers; some are never seen except in the pulpit and are not particularly strong there. But it is possible to elevate the church and the school in the public thought and it ought to be done.

GEORGE PEABODY.

Wheretown.

THE SCHOOL JOURNAL.

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Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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The Educational Outlook.

Miss Mebroy, an American from Detroit, has received the degree of doctor of science, *magna cum laude*, from the University of Berlin. She is the first woman chemist to whom the university has granted the degree.

Dr. Walter Kempster, an insanity expert of Chicago, has sharply arraigned the educational methods of the present day. He declared that the system of forcing the minds of children is in vogue in the public schools. This system is responsible for much of the nervous and mental trouble that exists. He said the school hours for children under sixteen years of age should be reduced to a maximum of four hours a day. Other causes assigned for the wearing out of brain tissues were overwork, worry, the mad haste of present-day people to get ahead, alcohol, and tobacco.

The University of Wisconsin has just opened a department of domestic science. The legislature appropriated \$15,000 for the new department and a kitchen and laboratory have been equipped. Miss Caroline L. Hunt is in charge of the work. The course includes scientific and practical study and preparation of foods, house sanitation, decoration and management, and domestic physiology.

In the country districts of Ontario, Canada, the average salary of a male teacher is \$359; of a female teacher, \$262. Thus the man receives \$6.90 and the woman approximately \$5.00 a week throughout the year. Such salaries are hardly sufficient to retain men or women of any energy in the profession.

Dr. Charles W. Dabney has accepted the presidency of the University of Cincinnati and will assume his new duties July 1. The trustees of the University of Tennessee have accepted his resignation and have appointed a committee to select a successor.

A test case has been tried at Rochester, N. Y., to decide whether public money may be paid nuns who serve as teachers. The Sisters of St. Joseph, teaching in St. Mary's Boys' Asylum, were selected as defendants. It was sought to restrain the Rochester board of education from paying them salaries out of city funds. Justice Dunwell held that the asylum was not a school within the meaning of the section of the state constitution and the appellate division sustained him. The case is now before the court of appeals.

The attorney for the board contends that the institution is not a school within the meaning of the law, but a charitable institution; that the nuns are the legal guardians of the Catholic children in the asylum, and the religious teaching is done out of school hours.

Pres. J. C. Hardy, of the Mississippi Agricultural and Mechanical college, has arranged a peculiar and novel course at that institution. It is a course which any boy of average intelligence and energy can carry thru to graduation without the expenditure of a cent of money. Boys will be given work on the farm, in the dairy and truck patches for which they will be paid a sufficient stipend to enable them to pay their own way the second year. During the first year of this course the student will receive instruction one hour every night and on all rainy days.

The Nebraska school officials are being greatly embarrassed by the marriage of school teachers. As a last resort they are considering the feasibility of forbidding matrimony among the teachers during term time by mandamus proceedings. It seems to be a choice between recourse to law or closing the schools.

The school boards have contracts for a year with the teachers, but notwithstanding the latter leave. The attorney-general says that thru mandamus proceedings the young women may be compelled to live up to their contracts.

The Great Northern and Northern Pacific railroads have refused to pay the special school tax assessment in Idaho. As a result the country schools throughout the northern part of the state are being compelled to close. This section of the country being thinly settled, a special tax levy was found to be the only means by which the country schools could be maintained. The railroads decided that they were not sufficiently interested to pay several thousand dollars each. The schools are being closed and many teachers' contracts will be repudiated.

County Supt. S. R. Butler, of Madison county, Alabama, is facing a shortage of teachers. Marriage and the failure of some of the teachers to pass the state examinations are responsible for this state of affairs.

The annual report of State Superintendent Charles R. Skinner, which has just appeared, contains educational statistics for the last year. There was expended on the public schools of New York state the sum of \$41,418,096, an increase of \$4,049,078 over the preceding year. The teachers received \$23,971,167, an increase of \$1,254,925. The average teacher's salary was \$345.24 in the country and \$992.08 in the city, a general average of \$695.76. School libraries received \$158,295, a decrease of \$33,916. The expenditures for school apparatus were \$1,194,738, an increase of \$182,330. The schools employed 34,435 teachers as compared with 33,390 during the preceding year. The total value of school property is \$99,668,241, an increase of \$7,460,768. There are 1,264,431 school children in the cities and 476,329 in the country, a total of 1,740,760, an increase for the state of 110,058, altho there was a decrease in the towns of 7,447.

Prof. John R. Common, until recently a professor in Syracuse university, has been chosen head of a new chair of economics at the University of Wisconsin.

Syracuse university has been left \$100,000 by the will of the late James J. Belden, of Syracuse.

Oxford seminary, at Oxford, N. C., has been destroyed by fire. The loss is \$25,000. All the pupils escaped without injury.

The annual financial statement of Howard university shows a total of investments of \$15,863,522. This is an increase of \$1,784,980 over the preceding year. The income for the year was \$742,413. The total of gifts actually paid in was \$1,756,418.

Cornell university will receive more than \$200,000 from the estate of the late Frederick W. Guitteau of Irvington-on-the Hudson. This is nearly \$50,000 more than was announced at the time of Mr. Guitteau's death last year. The bequest is to be employed in assisting needy students and will be loaned them without interest.

The twenty-first annual session of the South Dakota Educational Association, held at Aberdeen, was one of the most successful the association has ever enjoyed. The following officers were elected for the coming year: Pres., R. B. McClenon, of Huron; Recording Sec'y., Mrs. J. Jones, Jr., of Vermillion; Corresponding Sec'y., Supt. Helen M. Bennett; Treas., J. V. Murphy, Sioux Falls.

The Michigan State Teachers' Association has elected the following officers for the ensuing year: Pres., Prof. S. B. Laird, of Ypsilanti; Sec'y., Supt. E. D. Palmer, West Bay City; Treas., Ernest Burnham, Marshall.

The Kansas State Teachers' Association officers for this year are: Pres., Supt. A. H. Bushey, Pittsburg; vice-presidents, Supt. W. B. Hall, Abilene; Supt. Warren Baker, Great Bend; Supt. A. M. Thoroman, Council Grove. The secretary and treasurer will be appointed later.

Education Boards' Meeting.

The Southern Education Board and the General Education Board held their annual meeting on Jan. 11. The aims and the results of the boards' combined work in the South were thoroughly discussed, Chancellor Walter B. Hill declared that the South could properly look to the North for aid in helping against illiteracy, as the burden of guilt was essentially that of the whole people.

Dr. David Houston, president of the A. and M. college of Texas, said that Texas was progressive. The most significant development was the local support and the effort of the teachers and others interested in the course to adopt curricula of the sort that would best prepare the rural people for their daily tasks.

Dr. S. C. Mitchell, of Richmond college, emphasized the needs of common school teachers and publicists.

Dr. Francis G. Peabody said: "What the South should do for itself and what the North should do with the South and for the South is perfectly plain. Here are 6,000,000 of our people, fellow partners with us in the great enterprise of American democracy, 6,000,000 white, 4,000,000 black, the whites singularly unmixed in stock, inheriting the best traditions of loyalty, generosity, and public service; the blacks singularly responsive, docile, patient, and yet, in the great tracts of this section of our common country there are millions of people who haven't a fair chance to become intelligent citizens."

"This is not the blame of the South. This is the sorrow of the South. This is the last burden in a long burden-bearing history. The South has been tested by almost every conceivable trial—by slavery, by devastation of war, by devastation of reconstruction, by humbled pride, by poverty, and now, by this last test of the slavery of illiteracy, and, among the most gallant exploits of the South, must be counted the leadership of its leaders and the sacrifice of its citizens to meet this new war of emancipation. We used to talk about war governors, but now we talk about education governors, and, instead of the cry of 'the solid South,' we hear now the thrilling cry: 'Free schools for all the people!'

"If the common school is the basis of our civilization what can be said of conditions where school teachers are paid on an average \$25 a month, and the average child of the South gets five cents' worth of education per day for a term of only eighty-seven days in the year? Now this is a situation which the South simply cannot, and certainly ought not to attempt to meet alone. For all of us to embark in this enterprise, which calls for the intelligence and the generosity of the whole country, is to contribute once more to the perpetuity and the vitality of American institutions. What interests me primarily is not the opportunity before us for the intellectual education of the South so much as the present opportunity for the moral education of the whole people, and of the North in certain principles of national life which we seem to have laid aside."

"In 1850," said United States Commissioner Harris, "there were only three schools in all the Southern slave states that had examinations from year to year and received pupils from the elementary schools below. That number began to increase directly after our civil war, and, by 1890, there were 343 high schools in the South. This number increased to 1,379 in 1902. In 1890, there were 23,000 pupils, and, in 1902, there were 88,000. The high school gives the branches to the pupil which make his directive powers, and that enormous increase is of great significance. The development that will come to the South from giving its people a higher education cannot be overestimated."

Prof. P. P. Claxton, of the University of Tennessee, gave some valuable figures concerning educational work. He said: "I refer simply to one section of the South which I regard as typical of the rest of that country. It contains 18,000 square miles and two cities with a population of about 35,000 people, twenty per cent. of whom are colored. It possesses fertile lands and immense natural resources. In this section there are thirty-four counties where the average school term is three months and a half. The average time that the children attend school is forty days. In some parts of that section it is only thirty days, while in others only twenty-six days. Teachers are paid on an average \$150 a year. It is worth \$150 a year in most of those sections to be a prisoner in jail. That is what they pay for keeping a prisoner; and yet the teachers of a school preparing citizens for the future receive no more.

"It is not the fault of the people there. There is one county in which the average wealth of the people is \$58 per capita, and, in order to give as much as \$5 for the educational benefit of children in other sections, it would be necessary to impose a tax of \$4, or more, on every \$100 worth of taxable property. In some sections, as large a proportion as 33 per cent. of the white people are unable to read and write, unable to read their ballots. Out of 660,000 people there are 100,000 who are illiterate. There are 30,000 voters in one section that cannot read, and there are 33,000 mothers of families training future citizens who cannot read a word.

"I believe there is no problem of this day, and probably will not be any problem in the first half of the twentieth century so important as the one of educating the people of the Southern states."

Improvements for Mississippi.

Last May the Mississippi State Teachers' Association appointed a committee to prepare a petition to the state legislature suggesting changes and improvements in the laws governing school matters. This committee has finished its work and has placed a number of suggestions in the hands of the state superintendent. Among them are many for the improvement of the rural schools. These include the following:

That the tests for county superintendents and teachers be raised; that the qualifications for a state license be increased; that the salary of the county superintendent be placed at from \$600 to \$1,800 per annum, according to the number of pupils enrolled; that a state normal training school be established, and that \$90,000 be appropriated to that end; that rural high schools be provided for, the expense to be shared one-half by the state and the other half by the patrons of every sixteen square miles; to be open seven months in the year. It is also suggested that in view of the largely increased work of the state superintendent his salary shall be increased to \$2,500 per year.

The Davis Unification Bill.

The following act has been introduced in the New York state legislature by Representative L. L. Davis, to unify the state educational system.

It reads:

Section 1. Within ten days after the passage of this act and upon two days' notice to the chancellor of the university, the secretary of state shall draw from a box containing the names of the elected members of the present board of regents then in office, nine names, and the persons thus designated shall constitute the board of regents of the University of the State of New York, and thereupon the term of office of the remaining members of the present board of regents shall cease. Immediately thereafter the secretary of state shall again draw each of said names from a box, the first to hold office until one year, the second until two, the third until three, the fourth until four, the fifth until five, the sixth until six, the seventh until seven, the eighth until eight, and the ninth until nine years from the first day of April succeeding. He shall immediately thereafter issue to each of the persons thus designated the usual certificate in the same manner as certificates are now issued to elected members of the board of regents. Thereafter the legislature upon joint ballot on the second Tuesday in February shall annually elect one member of such board to serve for a period of nine years from the first day of April succeeding such election. But the legislature in all elections to fill vacancies shall elect one member of such board from a judicial district, or the territory comprising the same as now organized, which at the time of such election shall have more than one representative upon such board. All vacancies upon said board, other than by expiration of term of service, shall be filled by an election for the unexpired term at the session of the legislature immediately following such vacancy.

§ 2. Commissioner of education.—Within ten days after the passage of this act, the legislature shall upon joint ballot elect commissioner of education in the same manner as members of the board of regents are now elected. Such commissioner of education shall perform the duties now devolving upon the state superintendent of public instruction and the secretary of the board of regents, and each of said offices is hereby abolished. The commissioner shall receive an annual salary of seven thousand five hundred dollars, and shall immediately enter upon the performance of the duties of his office. Neither the present state superintendent of public instruction nor any employee or appointee in said department nor any member of the present board of regents nor any employee or appointee under said board shall be eligible to such election by the legislature. Such commissioner of education and all successors in office shall serve during the pleasure of the board of regents and all vacancies in the office of commissioner of education shall be filled by appointment by the board of regents.

§ 3. The commissioner of education shall be the executive officer of said board of regents, and shall have general supervision of all educational interests in the state including primary, secondary, and higher education. He shall administer the consolidated school law, the university law, and the general statutes of the state relating to education, and shall have power to create such departments as in his judgment shall be necessary, and to appoint deputies and heads of departments subject to the approval of the state board of regents. Such heads of departments shall appoint, subject to approval by the commissioner of education, such subordinates in their respective departments as in their judg-

ment shall be necessary. The commissioner of education, subject to approval by the state board of regents, shall fix and determine the salaries of all deputies, appointees, and employees, except as otherwise provided by the statutes of this state. The board of regents of the university shall have power to adopt such rules and regulations as are necessary to carry into effect the statutes of this state relating to education, and subject to the provisions and limitations of this act, shall also possess all the powers now exercised by the present state board of regents; and all such powers and duties of the present board of regents, including the care of the state library, the museum, the granting of degrees, and the conduct of examinations for entrance to the professions shall continue to be exercised by the board of regents herein provided for.

§ 4. The commissioner of education herein provided for shall have the same jurisdiction and powers with reference to appeals to him as are now conferred by statute upon the state superintendent of public instruction; but any party thereto conceiving himself aggrieved by any decision or order made by him in any appeal may, upon ten days' notice to the adverse party and to said commissioner of education, apply to the appellate division in any department of the state for leave to appeal from the decision of such commissioner to such appellate division. If such leave be granted by the appellate division, such party may appeal thereto from any such order or decision of such commissioner of education. The practice governing appeals from inferior courts shall govern in all such appeals, the same costs shall be awarded therein and judgment therefor may be entered and execution issued thereon in the same manner as in appeals to said appellate division in other actions and proceedings. Such appellate division shall have jurisdiction upon the decision thereof to affirm, modify, or reverse any decision or order made by the commissioner of education.

§ 5. All appropriations of public money heretofore made in support of the common school system, as heretofore administered by the state superintendent of public instruction, and all such appropriations in aid of secondary education heretofore apportioned and paid by the regents of the university, shall be paid by the comptroller on the warrant of the commissioner of education herein created, and all employees and appointees in either the department of the regents or department of public instruction shall be eligible to transfer and appointment to positions in the office of the commissioner of education herein created.

§ 6. This act shall take effect imme-

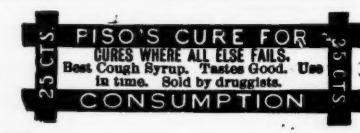
diately.

Minnesota Items.

President Millspaugh of the Winona normal school has been unable to attend to his duties regularly of late, owing to impaired health.

The debating league among the state schools is flourishing this season. About fifty schools are participating in the contest for the cup which is now held by Fergus Falls.

Minneapolis is being compelled to provide more school-rooms for the rapidly increasing population.



The Metropolitan District.

The board of education has reconsidered its action fixing the term of directors and assistant directors of special branches at six years, leaving the term indefinite. This action forestalls the suit contemplated by Dr. Requa to establish the illegality of the existing by-laws. The "Goldey teachers" have been eliminated from consideration for vacant principalships by rejecting all such teachers in each district.

The fifteenth bulletin of the Brooklyn Teachers' Association announces several important lectures. Supt. Edward B. Shallow will speak in P. S. No. 137, Feb. 11, on "Science in the 8B Grade."

Prof. J. Herbert Low, of Erasmus Hall high school, will continue his course of lectures at the Girls' high school as follows: Feb. 2, Development of Government, Learning, and Industry—1066-1485; Feb. 9, The Climax of Royal Supremacy, 1485-1603; Feb. 16, Overthrow of the Theory of Divine Right, 1613-1713; Feb. 23, Modern England, 1713-1904.

Dr. Richard Elwood Dodge, of Teachers' college, will give a course of lectures in P. S. No. 3 as follows: Feb. 10, Geography of 7A Grade; Feb. 24, Geography of 7A Grade Continued; March 9, Geography of 7A Grade Completed; March 23, Geography of 7B Grade.

Dr. Frank M. McMurry will give two lectures, on Feb. 18 and March 10.

Controller Grout has prepared for presentation to the legislature a bill to aid the finances of the board of education. The bill permits the issuance of corporate stock to pay for permanent improvements to school-houses.

It is generally believed that Mr. Grout will have two proposals introduced into the legislature. One is to abolish the present financial management of the department of education and to establish a sort of financial manager to look after all business matters of the board. The second change which the controller will advocate will be an amendment of the law which allows school superintendents to be interested in contracts with the city for the supply of text-books written by themselves.

Fire drill saved the children in P. S. No. 15, Brooklyn, recently. A fire was discovered, and altho the 1,500 pupils were uneasy and nervous, they went thru the drill in an orderly fashion, and all reached the street uninjured.

The Public Schools Athletic league has outlined a general plan of athletic work for school boys which will be adhered to during the next few months. Dr. Gulick has arranged for a number of events which will be adopted in the contests for the silver and bronze buttons, typical of athletic ability, promised the boys. He believes that for each class there should be at least one event involving strength of legs, one involving strength of arms, and one involving skill. Boys attaining the prescribed standard in the class to which they are eligible are to receive from the league bronze buttons. Boys who make higher standards will receive silver standards. Each boy competing must produce a certificate from the principal of the school which he attends stating that his deportment and studies have been above the average.

It is announced that Cleveland H. Dodge has given \$300 as a special fund for prizes.

The executive committee has asked Dr. Maxwell to furnish the board of education with the following information about kindergartens:

The number of kindergarten classes, their location, rents paid for, property good and evil and the right direction

occupied, number of children attending, and the number of teachers in charge.

The number of kindergarten classes established in 1902 and 1903 in each school district, and the attendance in each.

The information is desired in order to discover whether or not kindergarten classes are being established in the districts where they are most needed.

The trustees of Columbia university have increased the tuition in the schools of applied science to \$250 per year. This will mean an increase of \$85,000 in the university revenues. The chief factor in this increase was doubtless the growing expense of apparatus and laboratory supplies, as more elaborate methods of instruction are adopted.

The following appointments to the faculty of the New York university summer school, outside the regular university lecturers, have been announced: Mrs. Maria Kraus-Boelte, kindergarten methods; Henry R. Mussey, Economics and Industrial History; Dr. Albert I. Calais, French; Dr. Joseph S. Taylor, district superintendent of New York schools, Principles and Methods of Teaching; Frank E. Mitchell, Geography; Prof. John L. Lowes, English Literature; Frederick W. Carpenter, Physiology and Biology.

The second part of Commissioner Owen's report attacks the practice of the board of permitting some principals and teachers to draw extra from the city for extra work. His figures show payments of \$279,147 to 1,184 teachers in the last fiscal year.

A teacher in the Erasmus Hall high school is mentioned as a special example. He received a salary of \$3,000 and \$1,800 for lectures in addition. Another teacher was found to be drawing from four different pay rolls, while thirty-one were found to be drawing from three pay rolls. Mr. Owen points out that the practice may be a violation of the charter, which provides that no person shall hold two city or county offices except where special provision is made in the charter.

"This means," he says, "an amplification of an already mandatory schedule by more than seventeen per cent. applied to nearly one-tenth of the whole number of teachers employed by the city."

Attention is also called to the fact that 223 non-residents drew \$20,760. Of these eighty-four live in New Jersey, eleven in Connecticut, eighty-three in up-state towns, and the rest in different states, and some even in Canada.

Male Teachers' Dinner.

At the present time it seems difficult to hold an educational meeting without the question of corporal punishment coming up. The last dinner of the Male Teachers' Association was no exception, Ex-Judge Julius M. Mayer advocating the abolition of the rod.

The topic of ethical training was the first one to be discussed, and the Rev. Father Pardow, S. J., was the first speaker. He said: "The teaching body of the United States is more important than the legislative body. There are too many unnecessary laws, because man's formation thru the schools is imperfect. There are prisoners in our penal institutions who can calculate the distance between the stars and yet who fail to see the difference between right and wrong. The tendency is to give to men and women the power to think and see, and yet not to see what is the right. The workingman is not truly taught, for he is not taught the ethical truths of right and wrong. It must be remembered that each child is a power for good and evil and the right direction

must be thru proper ethical instruction."

Dr. Charles Gray Shaw, professor of ethics in New York university, declared that religion, altho subjective, had assumed a definite form and was a matter of teaching. Too many were apt to leave out of account the goal of life, the accomplishment of good. Ex-Judge Mayer in discussing delinquent children, said: "The sensible, level-headed school teacher cannot find it in his heart to beat a child, and it is your duty as principals and teachers to study the children. There is an easy way to their hearts for those who are worthy of being teachers. The moral sense is easily awakened even in children who would not know the meaning of the word.

"I am not here to discuss corporal punishment, but I am interested in children and love them, and I want to warn you that you will never have the support of the public until you stop this nonsense of the principals urging that corporal punishment be legally restored. Those who urge it confess their own weakness and unworthiness as teachers. Your troubles with the bad boys who make the conduct of the class room difficult I sympathize with, but I also sympathize with the boys whom you will not study and understand."

Libel Suit Against Supt. Maxwell.

Considerable interest has been manifested in the suit brought by Miss Emma Walker, of P. S. No. 13, Brooklyn, against Dr. Maxwell and Prin. Lyman A. Best, to recover \$10,000 damages for libel. Miss Walker testified that she was a graduate of the Brooklyn public schools and also of the Packer Collegiate institute; that she passed the examination required by the regents and received a Grade A certificate while teaching in New York city. She alleged that about Dec. 1, 1899, she was appointed a teacher in P. S. No. 13, where she taught until March, 1900, under a Grade B certificate. She alleged that the defendants, to prefer another teacher, conspired against and made a false report to the board of education affecting her standing and reputation as a teacher. This letter, she said, was written by Principal Best, at the request of Superintendent Maxwell. Mr. Best wrote that she was defective in discipline, drawing, and composition, altho a short time before he had submitted a favorable report. It was further alleged against Dr. Maxwell that he had written a letter to Superintendent Ward reflecting upon Miss Walker's work as a teacher.

The case was on trial for two days. Both Miss Walker and Mr. Maxwell went on the stand and told of several rather stormy interviews. In summing up the case Justice Marean said:

"As to Superintendent Maxwell's letter, that was not a privileged communication. It was purely gratuitous and uncalled for. It was not written in pursuance of Mr. Maxwell's official business or duty. The letter is like a newspaper screed that attacks or belittles somebody. Mr. Maxwell must satisfy you that he conscientiously entertained the judgment that Mr. Best had expressed."

The jury in rendering its verdict held closely to the charge of the justice. The decision was in favor of Mr. Best, but awarded Miss Walker \$750 damages from Superintendent Maxwell. It is understood that the latter will appeal the case.

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Public Schools Criticised.

Our public schools received some severe criticism at the annual meeting of the Hebrew Technical School for Girls. Mr. John Graham Brooks discussed the tendency of education in the public schools of the smaller towns. He said it did little more than breed in the pupils an acrid discontent with country life, and a desire to wear clean linen when at work.

In his annual report, President Myers, of the board of trustees, said: "The girls come to us usually at the age of fifteen, after having passed thru the public grammar schools. In most cases their penmanship, spelling, and English are extremely imperfect. In saying this I am far from any intention to disparage our schools, for it is but fair to assume that they cannot do better than they now do considering the brutal mass of work to be done and the imperfect facilities and limited resources at their command."

The report reads as follows on the question of inherited traits which the New York schools have to meet:

"We recognize that most of our girls are of foreign parentage, necessarily inheriting, along with the good qualities of their race, some of the unfortunate results of the unjust oppression of which their ancestors have been the victims, and which in turn tend to prolong an unkind and unfair attitude toward them on the part of those not so unfortunate as to have been oppressed. Oppression is calculated to breed servility, a cringing and timid disposition, a stunted and weak body, a lack of grace and refinement, a disinclination to what our president terms a strenuous life, and an absence of many of the pleasing physical attributes. It produces poverty with its attendant ills, including frequently a lack of cleanliness, lack of dignity, as well also a feeling that they, the oppressed, have been wrongly denied their share of the world's goods, and that the rest of the world has an undue share.

"It causes, therefore, a disposition in some to solicit and accept aid as a matter of right, entitling the one bestowing the aid to but little, if any thanks in return. These unfortunate traits, for which the oppressed are not responsible, promote innocent children."

in return an unjust antipathy on the part of others—an antipathy more unfortunate morally to those cherishing it than to those who are the victims of it.

"Our aim, therefore, is not merely to enable our girls, who are moral and intellectual, to become self-supporting, but we are constantly trying, in what we consider wise ways, to dignify them, to refine them, to ennoble them, to make them highly but properly self-respecting, to have proper regard for others, to modernize them, and to properly assimilate them with the rest of the community."

Against Cigaret Selling.

Prin. John W. Rafferty, of P. S. No. 19, Williamsburg, has begun a campaign against storekeepers who sell cigarettes to boys. He recently appeared in the police court against three women and two men charged with having endangered the morals of four boys by selling cigarettes to them. Four boys were in court as witnesses, and they were easily identified as cigaret fiends by their sallow complexion, sunken eyes, and discolored finger-tips.

In addressing the court, Principal Rafferty said: "I have tried for a long time to eradicate the evil among the boys in my school. Some time ago I detected a strong odor of cigarettes in the boys' class rooms and discovered that the extreme nervousness of some boys and the forgetfulness and loss of memory of others were due to the fact that they smoked cigarettes. Even their wearing apparel was permeated with the odor of the smoke, and there were so many boys with sallow complexions and sickly looks that I questioned them. They confessed that they spent all their pennies for cigarettes in stores near the school. I sent word to these storekeepers that they must stop selling cigarettes to the children of my school, but they have ignored the warning. These four boys I have here in court are fair examples of the cigaret evil. Another boy in my school is on the verge of insanity from the excessive use of cigarettes. The places where cigarettes are sold are run mostly by women. They have no right to deprave the minds, corrupt the morals and absolutely wreck the bodies of these oppressed innocent children."

New England.

Mr. Ellery Clark is the newly appointed chairman of the Boston school board committee on hygiene and physical training. He has announced that he proposes to bring the mental and physical courses in the public schools into closer relations so that they may work together harmoniously.

The Rev. W. C. Huntington, dean of the Boston University Theological school, has been elected president of the university.

Rockefeller hall, at Brown university, was dedicated on Jan. 20. The new building is to be devoted to the social and religious life of the university.

By the will of Ruth Ann Hoar, the wife of Senator Hoar, of Massachusetts, the Worcester Polytechnic institute will eventually receive \$5,000 and Clark university \$30,000.

The trustees of Tufts college have announced that hereafter the divinity school, the graduate school and the engineering school will be co-ordinate departments of the new college of arts and sciences. Together with the professional schools they will form the university. The new department of pedagogy has increased the number of courses for the degree of bachelor of arts up to 325. The faculty has increased from 165 to 175 members during the past year. The degree of bachelor of philosophy has been abolished.

The directors of the Old South Work have arranged two valuable courses of lectures for the teachers of Boston and vicinity. The first course will be by Supt. Fred W. Atkinson, of Newton, on "The Philippine Islands." He will cover the geography, history, and people of the islands. This course will be followed by four lectures on "Makers of Boston," the special aim being to promote a sturdier public spirit and a deeper sense of the import of the Boston inheritance. The four lectures will be as follows: "John Winthrop and the Founders of Boston," by Prof. Albert Bushnell Hart; "Samuel Adams and the Boston Town Meetings," by George Willis Cooke; "Charles Bulfinch, the Great Selectman," by C. Howard Walker, and "Josiah Quincy, the Great Mayor," by James P. Munroe.

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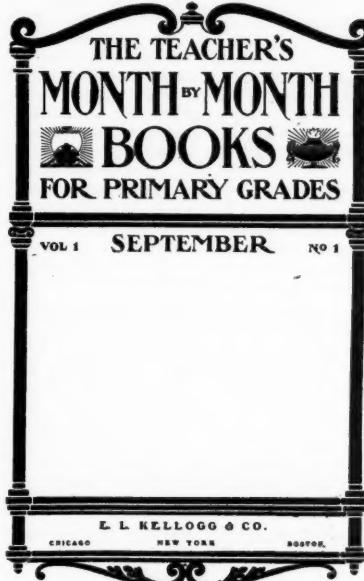
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Literary Items.

J. Deniker, a member of the Societe de Geographique de Paris, discusses in the February *Century*, "The Dalai-Lama's New 'Tse-Boum' from Paris." The Dalai-Lama is the great Buddhist chief of Tibet; and the "Tse-Boum" is his emblem, the attribute which on great feast days he raises in his right hand as he pronounces a blessing upon the pilgrims assembled from all corners of the Buddhist world.

Among the important announcements of spring publications must be reckoned some forthcoming titles in the list of Messrs. Thomas Y. Crowell & Co.: "A Bachelor in Arcady," by Halliwell Sutcliffe, "The Life of Dean Farrar," by his son Reginald Farrar; "Ruskin Relics," by the official biographer, W. G. Collingwood; "Minute Marvels of Nature," by John J. Ward, and Shakespeare's "Merchant of Venice," edited by Charlotte Porter and Helen A. Clarke.

The January *Harper's* has a frontispiece in color by Howard Pyle. Among the contributors of stories are Van Tassel Sutphen, Maud Stepney Rawson, Mary E. Wilkins Freeman, Grace Ellery Channing, and Elizabeth S. Phelps Ward. There are poems by William Sharp, Fanny Kemble Johnson, Charles Dalton, Charlotte Elizabeth Wells, and John Finley. James Gibson Johnson writes of "A Neglected Chapter of Our Colonial History," and Ernest Rutherford of "Disintegration of Radioactive Elements." In the "Easy Chair" W. D. Howells discusses literary topics.

A writer in the Medical World says that as a pain reliever nothing equals antikamnia tablets. He says they do not depress the heart, but rather strengthen it. The adult dose is two five-grain tablets. They are obtained from all druggists, and precaution would advise keeping some about the home.

Pres. Charles F. Thwing, of Western Reserve university, writing in *Harper's Weekly*, offers some sensible and interesting advice to parents concerning the education of boys. He would insist, first, on the advantage of the school as opposed to private tutoring. I would educate my boy with boys, altho not entirely by boys. Boys do, however, educate boys; but a boy who is trained alone is liable to fail in adjusting himself to his membership in humanity." Neither does he believe in education abroad: "I should be glad to have him get all that is best from the private school in Lausanne or Geneva, but not for one instant would I have his ideals formed by the French master, or his methods by the German. A primary note in his character should be the American. . . . He is, as a human boy, to be trained up for service in this great, interesting, new life of our New World."

Captain Mahan's history of the War of 1812, now running in *Scribner's*, develops in the February number the complications which the United States met with along the Canadian border, due to their unpreparedness for war. He also shows why the war was unpopular in many parts of this country.

Longmans, Green & Co., are publishing "Education as Adjustment; Educational Theory Viewed in the Light of Contemporary Thought," by Prof. M. V. O'Shea, of the University of Wisconsin. The book discusses in a popular and untechnical way the meaning, aim, and general method of education when looked at from the point of view of contemporary biological, sociological, and psychological thought. The writer says in his preface, "It has been my purpose to interpret for a theory of education principles established in several sciences, from which, I think the educationist must most largely gather the materials for the building of his structure. Whatever originality the book possesses will be found mainly in the manner in which it organizes and interprets data derived from different fields of investigation, and I trust it may in this respect seem, alike to the scientist and to the practical person, to make some slight contribution to a sound philosophy of education."

"In response to many requests from prominent educators, E. P. Dutton & Company have just issued a school edition of Clara D. Pierson's "Among the Meadow People." These stories originally written by Mrs. Pierson for the children of her own kindergarten have been read and reread by thousands of children throughout the country, and in their new form they are well worthy of consideration for school use.

The Macmillan Company will publish Mr. Edmund Gosse's biography of "Jeremy Taylor" in the English Men of Letters Series. They promise for some time in February the second and fourth volumes of Messrs. Garnett and Gosse's

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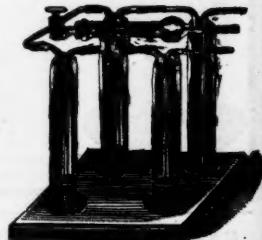
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